

AGNES SCOTT



College Catalog
1993-1995

Academic Calendar 1993-1994

Fall Semester

Saturday, August 28 New students arrive
Sunday, August 29 Returning students arrive
Monday, August 30 Registration for returning students
Tuesday, August 31 Registration for new students
Wednesday, September 1 Classes begin
Monday, September 6 Labor Day Holiday
Friday, October 15 Black Cat
Friday - Sunday, October 22-24 Fall Break
Wednesday - Sunday, November 24-28 Thanksgiving Break
Monday, December 13 Last Day of Classes
Tuesday, December 14 Reading Day
Wednesday - Saturday, December 15-18 Final Exams
(Last exam at 2 p.m., two exams in the evenings)

Spring Semester

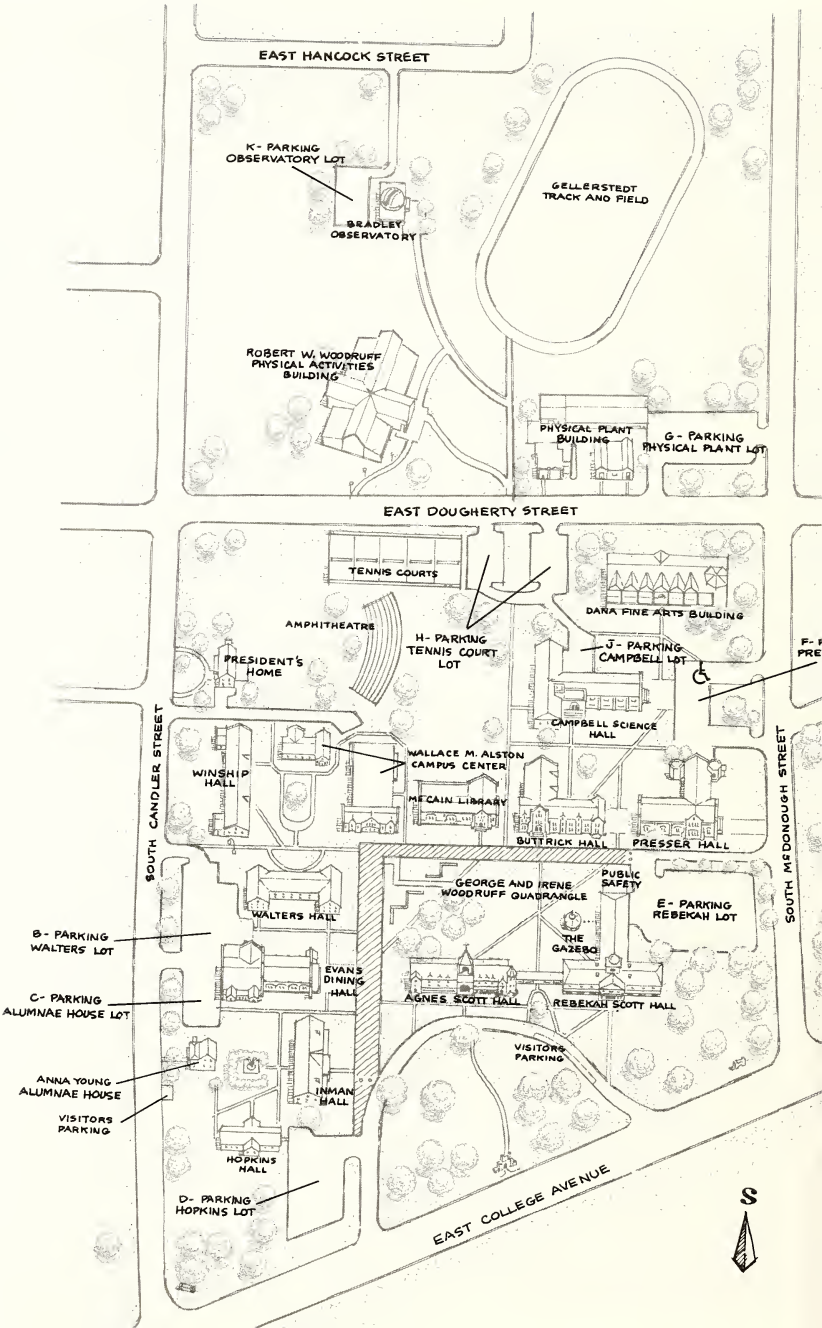
Wednesday, January 19 Classes begin
Sunday - Sunday, March 12-20 Spring Break
Friday - Sunday, April 1-3 Easter Break
Wednesday, May 4 Last Day of Classes
Thursday, May 5 Reading Day
Friday, May 6 Reading Day (Senior exams start)
Saturday - Thursday (except Sunday), May 7-12 Final Exams
(Senior exams end Wednesday, May 11 at noon)
Friday, May 13 Baccalaureate
Saturday, May 14 Graduation

For the 1994-1995 Calendar, see the inside back cover of this catalog.

Agnes Scott College Catalog 1993-1995



*Agnes Scott President Ruth Schmidt (left) presents
Teacher of the Year award to Professor Ayse Carden.
The College's 8 to 1 student/teacher ratio fosters
a learning environment in which students receive
special attention and each has a chance to excel.*



EAST HANCOCK STREET

K - PARKING
OBSERVATORY LOT

BRADLEY
OBSERVATORY

GELLERSTEDT
TRACK AND FIELD

ROBERT W. WOODRUFF
PHYSICAL ACTIVITIES
BUILDING

PHYSICAL PLANT
BUILDING

G - PARKING
PHYSICAL PLANT LOT

EAST DOUGHERTY STREET

TENNIS COURTS

AMPHITHEATRE

PRESIDENT'S
HOME

H - PARKING
TENNIS COURT
LOT

DANA FINE ARTS BUILDING

J - PARKING
CAMPBELL LOT

CAMPBELL SCIENCE
HALL

WALLACE M. ALSTON
CAMPUS CENTER

MECAIN LIBRARY

BUTTRICK HALL

PRESSER HALL

WINSHIP
HALL

WALTERS HALL

EVANS
DINING
HALL

INMAN
HALL

HOPKINS
HALL

GEORGE AND IRENE
WOODRUFF QUADRANGLE

PUBLIC
SAFETY

E - PARKING
REBEKAH LOT

AGNES SCOTT HALL

REBEKAH SCOTT HALL

VISITORS
PARKING

EAST COLLEGE AVENUE



ASC Catalog 1993-1995

Table of Contents

5	An Overview of Agnes Scott College
12	Admission
16	Financial Aid
22	Outside the Classroom
26	Return to College
28	Athletic Program
30	Academic Program
39	Academic Honors
41	Academic Standards
46	Special Curricular Opportunities
55	Preparation for Graduate Study
57	Tuition and Fees
60	Courses of Study
129	Organization of the College
142	Index
<hr/>	
<i>Inside Front Cover</i>	Academic Calendar 1993-1994
<i>Inside Back Cover</i>	Academic Calendar 1994-1995

Agnes Scott College does not discriminate on the basis of race, color, creed, national or ethnic origin, or handicap in the recruitment and admission of students. This nondiscriminatory policy also applies to all the rights, privileges, programs and activities generally accorded or made available to students at the College; and to the administration of educational policies, scholarship and loan programs, student employment and other college-administered programs.

The greatest care and attention to detail is given to the preparation of the program of the College and every effort is made to insure the accuracy of its presentation in this catalog, but the College reserves the right in its discretion to make at any time changes affecting the policies, fees, curricula, or other matters required to carry out the objectives and purposes of the College. Agnes Scott College is accredited by the Southern Association of Colleges and Schools.

Agnes Scott History

Agnes Scott began with the faith and vision of a small group of Presbyterians in Decatur, Georgia. They organized a Christian school in July 1889, and, under the influence of the Reverend Frank Henry Gaines, minister of the Decatur Presbyterian Church, they decided that the school would primarily educate girls and young women. Founded in that year as the Decatur Female Seminary, the school occupied a rented house and had slightly more than \$5,000 of subscribed capital. There were four teachers educating 63 students studying at grammar school level.

In the spring of 1890, Colonel George Washington Scott, a leading Decatur businessman, gave \$40,000 to provide a "home" for the school. Colonel Scott had earlier provided 40 percent of the initial capital, and his gift to the new school was the largest sum given to education in Georgia up to that time. In recognition of his interest and support, the Board of Trustees changed the school's name to Agnes Scott Institute in honor of Colonel Scott's mother.

Within 10 years the Institute gained accreditation as a secondary school. In 1906, it was chartered as Agnes Scott College and awarded its first degrees. In 1907, the Southern Association of Colleges and Schools accredited the College, which became the first college or university in Georgia to receive regional accreditation. In 1920, the College earned the approval of the Association of American Universities, and in 1926, the United Chapters of Phi Beta Kappa granted it a charter. Agnes Scott is also a charter member of the American Association of University Women and of the Southern

University Conference.

Throughout its history, Agnes Scott has sought to maintain the ideals voiced by its founders: "the formation and development of Christian character" and "a high standard of scholarship." The College is proud of its Presbyterian heritage and is a member of the Association of Presbyterian Colleges and Universities related to the Presbyterian Church (U.S.A.).

The College's Board of Trustees is a self-perpetuating body. The College's academic program firmly adheres to the traditional liberal arts disciplines. Academic and extracurricular opportunities supplement the academic program to meet the changing needs of women in our society.

From modest beginnings, the assets of the College have grown to include an endowment of over \$200 million. From a single house on a small lot, Agnes Scott has expanded to 21 buildings on 100 acres. Since its founding in 1889, five presidents have served: Frank Henry Gaines (1889-1923), James Ross McCain (1923-1951), Wallace McPherson Alston (1951-1973), Marvin Banks Perry Jr. (1973-1982), and Ruth Ann Schmidt (1982-present).

❑ *A more detailed history of Agnes Scott College may be found in Lest We Forget by Walter Edward McNair and A Full and Rich Measure by M. Lee Sayrs '69 and Christine S. Cozzens.*

Agnes Scott College, begun a century ago by a small group of Presbyterians, has become one of the leading women's colleges in the United States. With more than 600 students and an endowment of \$200 million, the College offers a comprehensive range of studies.



Mission and Purpose

Agnes Scott College, a liberal arts college for women, originated in the faith and vision of a small group of Presbyterians in Decatur, Georgia. In July 1889, the Decatur Female Seminary, later renamed Agnes Scott College, was organized for the purpose of educating women.

The founders of the College envisioned an institution dedicated to excellence in higher education and committed to the Christian faith. Throughout its history, Agnes Scott College has sought to maintain the ideals of its founders: "a high standard of scholarship" and "the formation and development of Christian character."

Agnes Scott College insists upon the highest standards of excellence in its faculty, staff and students, and provides a broad curriculum designed to develop all aspects of compassionate, inquiring persons. Its rich liberal arts curriculum seeks to enable women better to understand themselves and the world in which they live, and to integrate what they know into a humane perspective. Nourished by time-honored traditions as well as by new dimensions of liberal education, students are encouraged to develop intellectual independence, moral insight, and individual creativity, to the end that they may live full and useful lives in their families, careers, and the world.

Agnes Scott College affirms its relationship to the Judeo-Christian tradition. The values of this tradition are central to the life of the College. The Christian faith continues to shape the mission and purpose of the College.

The dialogue between faith and learning at Agnes Scott College fosters not only academic freedom, but an appreciation of pluralism and a desire for diversity. Those who share its life are invited to share its mission and purpose.

**The Board of Trustees adopted this interpretation
of the charter statement of Agnes Scott College on May 13, 1988.**

At Agnes Scott College our purpose is to:

- ✓ help the student gain a basic acquaintance with each of three broad areas of knowledge—the humanities, natural sciences and mathematics, and social sciences—and competence in a particular phase of one area,
 - ✓ develop through such study those qualities of mind—analytical, critical, and imaginative—which enable the student to use the treasure of the past and modern contributions to knowledge to enrich her life and to seek solutions to age-old and new problems,
 - ✓ develop an appreciation for excellence and for creative achievement in all fields,
 - ✓ encourage the student to develop a spiritual commitment and a set of values which give vitality, meaning, and direction to her life,
 - ✓ foster a concern for human worth and needs, physical as well as intellectual and spiritual,
 - ✓ cultivate a sense of responsibility to her society, both within the college community and beyond.
- Approved by the faculty, November 1971
Reaffirmed, May 1982*

An Agnes Scott Education

An Agnes Scott education is as enduring as our Victorian Rebekah Scott Hall and as modern as our Robert W. Woodruff Physical Education Building, which opened in 1988. Students work hard in the classroom, coming to grips with the perspectives and innovations sought by today's leaders in industry, government, and health and human services.

In a spacious room in a residence hall, students read the same timeless literature read by their predecessors. Students learn what is most important about the human condition while living in surroundings that echo values proclaimed by tradition.

At Agnes Scott, students experience history, both physically and intellectually.

At the same time, they live in today's world with the advantages of modern architecture and technology.

After exploring new possibilities in a fully equipped laboratory, students might want to see the stars at our extraordinary Bradley Observatory.

Students also have rich experiences outside the classroom and off campus.

Through our internship program, they test their education and emerging skills in any of a number of Atlanta area businesses and institutions.

Agnes Scott women have extended the classroom to include the Centers for Disease Control, the Cable News Network, the Georgia State Legislature, the Federal Reserve Bank of Atlanta, the Coca-Cola Company, and Grady Memorial Hospital.

At Agnes Scott College, a student's education has the depth and breadth of the liberal arts and immediacy of the 1990s.

Scholarships and Financial Aid

We have a notable merit-based scholarship program that recognizes outstanding ability and achievement. In 1992-93, more than 75 percent of the student body received scholarships and/or aid in amounts ranging from \$100 to full room, board and tuition.

We offer a wide range of financial aid opportunities because we seek an economically diversified student population.

Today, the College's endowment per student ranks third among all colleges and universities in the United States. Many of our programs have been made possible by the generosity of Agnes Scott's friends and alumnae who have provided endowment money that has contributed substantially to the College's finances. The financial aid package most appropriate for your needs should be discussed, personally, with your financial aid counselor. (For more details, see the FINANCIAL AID section of this catalog.)

An Agnes Scott education is too valuable to be denied for economic reasons alone.

Life at Agnes Scott College

Agnes Scott College is located in Decatur, a community of 20,000, only six miles from the heart of the south—Atlanta. A great university city, a great American city, a great international city and home of the 1996 Summer Olympics, Atlanta is alive intellectually, culturally and socially. MARTA, the city's rapid

transit system, takes Agnes Scott students to many parts of the city. Professional theater, dance, music, and the visual arts flourish. The Robert W. Woodruff Arts Center is home to the High Museum of Art, the Alliance Theater, and the Atlanta Symphony. The College Events Series brings to the Agnes Scott campus many world-renowned performances such as the Capitol Steps, and speakers such as John Updike. For other entertainment there is the beautiful Fox Theater, the newly opened Underground Atlanta, and many other first rate entertainment places.

When it comes to professional sports,

Atlanta is home to the Falcons (football), Hawks (basketball) and the Braves (baseball).

Shopping is the best in the Southeast and there are many malls and small boutiques to satisfy your every need. Restaurants serve cuisine ranging from Southern cooking to French to Cajun to Korean. New restaurants seem to open every day.

Agnes Scott is a college of 600 students. It offers many benefits over larger colleges. Each individual is important to the growth and spirit at Agnes Scott. Living with friends and learning to love

Extracurricular Activities

In a small community, everyone's talents are needed and appreciated. At Agnes Scott, you will explore old interests, develop new ones and enjoy the special chemistry of shared enthusiasms.

Student Government Association

Honor Court

Orientation Council

Residence Hall Association

Social Council

The Profile - campus newspaper

The Silhouette - student yearbook

The Aurora - literary magazine

Arts Council

Witkaze - organization for African-American students

Chimo - organization for international students

Religious Life Council

Students for Feminist Awareness - group focuses on women's issues

Spanish, French and German clubs

GAIA - environmental organization

Agnes Scott College Community Orchestra

London Fog - a jazz vocal group

Joyful Noise - a gospel singing group

Glee Club - presenting several concerts

Blackfriars - presenting three major drama productions each year

Agnes Scott College Adventure Sporting Club

Aquatic Scotties - synchronized swimming

Intercollegiate Tennis

Intercollegiate Soccer

Intercollegiate Cross Country

Intercollegiate Volleyball

Intercollegiate Basketball

Studio Dance Theater - a contemporary company which performs each spring

Student art exhibits - open to the public

Lesbian Bi-Sexual Alliance

Racism Free Zone

them as extended family are essential parts of campus life. Some of the friendships you begin in your residence hall will last a lifetime. At Agnes Scott, we know how important residence living is. That's why all our halls are comfortable and distinctive.

Residence Halls

Agnes Scott, Rebekah Scott and Inman Halls have all recently been restored to their Victorian elegance while meeting today's demands for efficiency and comfort. These halls have recaptured their former grace with period design and furnishings (some donated by alumnae) and chandeliers in their lobbies and parlors. (Imagine studying in your room perhaps in the elegant comfort of antique furniture against a backdrop of Victorian print wallpaper.) All three of these halls now qualify for listing in the national Register of Historic Places.

There are two other spacious and comfortable residence halls on campus: Walters and Winship. One of these residence halls will probably become your college home . . . your special place where you will begin to make your own decisions and take real control over your life.

Library

Agnes Scott's impressive McCain Library, built in 1936 and completely renovated in 1975-77, has a liberal arts collection housed in seven floors of open stacks. Library holdings include over 189,000 volumes as well as 26,600 recordings, microforms and tapes. Agnes Scott also subscribes to more than 815 periodicals.

In addition to an extensive on-campus collection, Agnes Scott students have full access through interlibrary loan

or interlibrary use to 8,800,000 volumes in other academic libraries in the Atlanta/Athens area through the University Center Consortium. Guidelines for use are set by the Consortium.

Computer Facilities

Agnes Scott's Academic Computing Center, on the ground level of the library, is equipped with 22 computers and a variety of printers, including laser printers. Instruction in software applications such as word processing (MS Word), spreadsheet and database packages is readily available in the Center through formal training sessions, computerized tutorials and individual support.

To make resources more accessible to students, computers have been placed in five locations around campus. These locations include three satellite centers in Inman, Winship and Agnes Scott Halls, the Collaborative Learning Center, and the Writing Workshop.

Information Technology Enhancement Program (ITEP)

The College has embarked on an ambitious multi-million dollar program to improve information technology resources on the campus. These resources will include: a campus computer network with connections for each student in her residence hall room; connection of our network to world-wide resources (INTERNET); upgrades for student computer systems; a library automation system; a computerized classroom and a new language laboratory and cable TV. Many of these resources will become available during the 1993-94 academic year.

The Writing Workshop

At the Writing Workshop (located in Buttrick Hall 306), trained student tutors and the workshop director (a faculty member) assist students working on papers or other writing assignments for courses. In a tutorial session, the student is encouraged to develop her own ideas and to evaluate how well her writing communicates those ideas.

Students may come to the Writing Workshop at any stage of the writing process, from planning and drafting the work to revising and polishing the final version. Tutoring is available daily during the week and on Sundays at no charge. The workshop is equipped with computers for students to use in conjunction with a tutoring session or on their own.

The Collaborative Learning Center

The Collaborative Learning Center (CLC) is a unique learning environment located on the first floor of the Wallace Alston Campus Center Annex. The CLC is a place for collaborative study, a kind of "talking study hall." Students meet here to work together on projects for their classes, to study for tests, to meet with tutors from various academic departments, or to assist each other with assignments. Furnished with comfortable chairs, work tables, good lighting and computers, the CLC affords students a place to confirm and expand the learning processes that begin in the classroom.

Choosing Your Career

Education and preparation for life after Agnes Scott are of utmost importance. The Office of Career Planning and Placement encourages students to make well-informed decisions about career and life-style options. The center provides individual counseling, self assessment aids, job search workshops and other programs.

The Intern, Extern and Shadow Programs offer students opportunities to learn about occupations and professions while at Agnes Scott. This experiential education helps students gain practical experience and learn more about various occupations and professions. As an example, during the semester break, students can work for a week to gain experience in a corporate or non-profit setting.

Honor System

Ethics and values are central to the purpose, curricula, and social life of Agnes Scott College. Women here take personal responsibility for their own integrity and behavior. The Honor System, rarely found on campuses today, is governed by students, and each student is expected to uphold the high standards of that system. The Honor System offers students the privilege of unproctored exams.

Our Second Century

In 1989, Agnes Scott College was 100 years old! We enter our second century with revitalized academic programs that will enable Agnes Scott graduates to be effective leaders in tomorrow's world. Our commitment to scholarship shows in Agnes Scott's high academic standards. Our sense of the future involves global perspectives and ethical uses of technology.

At Agnes Scott, traditions lay the groundwork for the future. Respect for the past and excitement about the future are as apparent in our physical improvements as in the redesigned curricula.

Since 1985 many campus facilities have been refurbished. Historic buildings have been restored to their original grace and have been authentically furnished. The bell tower of Main has a new brass bell which calls us to convocation and other special events. Our gazebo and horse-and-carriage gate, two cherished Agnes Scott symbols that have been part of our campus for most of our history, have both been carefully restored.

Our old gymnasium and infirmary buildings have been renovated and are now the Wallace M. Alston Campus Center. This center houses a student activity room, game room, racquetball courts, lockers, dance studio, campus offices, faculty club, snack bar, RTC lounge, counselor's office, chapel, campus

store, and chaplain's office.

In 1988 the Robert W. Woodruff Physical Education Center opened. The facility is part of a more than \$4 million pledge to athletics and physical education that has provided a swimming and diving pool, regulation basketball and racquetball courts, weight room, training room, and a new track and field designed with state-of-the-art field technology.

The new facilities would be impressive on any campus. Because Agnes Scott's athletic emphasis is on recreation and personal development, our facilities are available to all students for individual training as well as for intramural and intercollegiate athletics.

Our commitment to innovative hands-on experience is evident in such programs as internship study and the Global Awareness Program. It is evident in campus facilities such as our Computing Center. The Agnes Scott experience helps students become at home in the world. Through the Global Awareness Program Agnes Scott students have the opportunity to live and study in such places as Mexico, Japan, Russia and Botswana.

Agnes Scott's heritage is one of providing an education that has real meaning in the lives of our graduates. It is a heritage we honor by improvements and innovations that make our second century at once a promise made and a promise kept.

Admission

Agnes Scott College admits students of diverse backgrounds, interests, and talents whose academic and personal qualities promise success. Qualified women of any race, age, creed, national or ethnic origin are encouraged to apply. The College admits qualified students with disabilities and makes every effort to meet the needs of such students. Agnes Scott College is authorized under federal law to enroll nonimmigrant foreign nationals.

The Office of Admission, under policies and standards established by the Faculty, considers each student's application and examines evidence of sound academic preparation, ability, motivation, maturity, and integrity. Every completed application receives a thorough review. Agnes Scott admits well-qualified students without regard to financial need. An applicant's financial situation is considered

after an admission decision has been made. Students are admitted on the basis of their academic and personal records and promise, not on family financial circumstances.

General Information

The Application

Applications for admission are distributed by the Office of Admission. Students may also use the Common Application, which is a form shared by a national group of selective private colleges. The Common Application may be obtained in high school guidance offices.

The application for admission should be mailed, together with a nonrefundable application fee, to:

Financial Aid

The Financial Aid program at Agnes Scott is designed to make an Agnes Scott education affordable to every student who is admitted. The financial need of a student accepted for admission is evaluated by the Financial Aid Office. A financial aid plan is developed consisting of grant, loan, and work components. For more information, see FINANCIAL AID (page 16).

During the academic year 1992-93, grant, loan, and work funds were used

by more than 75 percent of the student body to meet their educational expenses.

The College also offers scholarships based on merit rather than need. Awarded annually, they are renewable and range from \$2,000 to full tuition, room and board. Academic scholarships usually have early application deadlines, and interested applicants should call the Office of Admission for details.

Office of Admission
Agnes Scott College
Decatur, Georgia 30030

The fee may be submitted in the form of a check or money order to Agnes Scott College. The Office of Admission considers requests for fee waivers on an individual basis.

Entrance Requirements

A student's record of achievement in secondary school is the most reliable indicator of college success. Successful candidates for admission usually graduate in the top 30 percent of their high school class and present a minimum of four academic units each year. Courses include four years of English, two years of one foreign language, three years of mathematics (algebra I and II, geometry), one or more years of laboratory science (biology, chemistry, physics), and one or more years of social studies. Students may be accepted without the recommended number of courses in a particular field.

Entrance Examinations

Applicants must present results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These examinations should be taken in the spring of the junior year or by December of the senior year. The highest scores presented by an applicant are considered.

Information about the SAT and ACT may be obtained in high school guidance offices. Students may write for information directly to the College Board Admissions Testing Program, Box 592, Princeton, New Jersey 08541, or to the Test Administration Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243.

Advanced Placement Credit

Credit toward the Agnes Scott degree may be given for scores of four or five on the following Advanced Placement Examinations of the CEEB taken in secondary school. Art (history, studio), biology, chemistry, economics, English (language and composition, literature and composition), French (language, literature), German (language), history (American, European), government and politics, Latin (Vergil, Catullus-Horace), mathematics (calculus AB, or a score of 3 on BC), music (theory), physics (B, C mechanics, C electricity-magnetism), Spanish (language, literature).

Credit toward the Agnes Scott degree may be given for scores of five, six, or seven on the higher level examinations of the International Baccalaureate taken in secondary school.

Students who have participated in joint enrollment programs with accredited colleges and universities may receive credit for grades of C or better if the college issues an official transcript and certifies that the course was a regular college course taught at the college by a regular member of the college faculty. Final determination of credit for joint enrollment courses will be made by the dean or assistant dean of the college.

All inquiries and materials connected with advanced placement credit should be directed to the assistant dean of the college.

Interviews and Overnight Visits

An on-campus interview is encouraged but not required for all candidates. The student becomes better acquainted with the College, and a visit is very useful when making the final college choice. An interview is also helpful to the Office of Admis-

sion when evaluating an application. Student-led tours, class visits, and overnight stays in residence halls can be scheduled as part of the visit. To schedule an interview, write or telephone the Office of Admission at least a week in advance.

Agnes Scott alumnae are available in many areas of the country to talk to prospective students about Agnes Scott.

Candidates for admission can find the name and address of the alumnae representative closest to them by contacting the Agnes Scott Office of Admission.

For information call or write:

Dean of Admission and Financial Aid
Agnes Scott College
141 East College Avenue
Decatur, Georgia 30030
(404) 371-6285
National 1-800-868-8602

Health Record

All applicants who accept the College's offer of admission must submit a complete medical history, including a certificate of examination by their physicians, as well as results of immunizations and chest X-ray. Entrance Health Record Forms are mailed to enrolling students and must be received by the director of the Health Center by August 1.

Secondary School Students

Applying as a Senior

Seniors should apply for admission before the priority deadline February 1 of the senior year. Credentials required are: a completed application form, a high school transcript, essay, scores from the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), a guidance counselor's recommendation and a

teacher's recommendation. Agnes Scott admits students according to the following application plans:

(1) First Choice/Early Decision

(The applicant agrees to withdraw all other college applications after receiving notice of admission from Agnes Scott.)

Application deadline: November 15

Notification date: December 15

(2) Scholarship Decision

Application deadline: January 15

Notification date: February 1

(3) Regular Decision

Application deadline: February 1

Notification date: beginning
February 1

Joint Enrollment

Some high school seniors are ready to take college courses before graduation. Under the Joint Enrollment Program, high school seniors (male or female) may take some courses at Agnes Scott. At the end of the year, the student receives both a high school diploma and college credit. These students must be approved for admission by the dean of admission and financial aid and are admitted to specific courses by the assistant dean of the college. A candidate must submit a high school transcript, a record of SAT or ACT scores, and a letter from the high school counselor giving a general recommendation and specific course approval. A limited number of nonrenewable, merit-based scholarships are available to qualified female Joint Enrollment students.

Admission after Junior Year of High School

A student judged to be ready for

college after her junior year of high school may be admitted to Agnes Scott College. The student must be mature, academically prepared, and strongly recommended for this program by her school. Most high schools grant a diploma after a student completes first-year courses at Agnes Scott. A student considering this possibility should consult her high school guidance office. Successful applicants are classified as first-year students at Agnes Scott and use the normal application procedures and dates.

International Students

International students are encouraged to send their completed forms early in order to avoid postal delays. Foreign nationals whose first language is not English should also submit the results of the Test of English as a Foreign Language (TOEFL). Information may be obtained from the local U.S. Office of Information or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, New Jersey 08541.

College Students

Transfer Students

Agnes Scott welcomes applications from transfer students, including graduates of two-year colleges. Transfer applicants are admitted on the basis of academic and personal achievement and motivation. In addition to completed application forms, each applicant must submit standardized test score results (SAT or ACT), an official transcript of high school and college work, one letter of recommendation from a college professor who taught the applicant an academic subject, and a statement of good standing. Students who are on

probation or have been dismissed will not be admitted to Agnes Scott College.

Transfer students are also urged to visit Agnes Scott for an interview in the Office of Admission.

Transfer students must complete the junior and senior years at Agnes Scott and earn a minimum of 60 semester hours in academic subjects at the College.

Transfer applications are accepted for the fall and spring semesters. Admission decisions are made and announced as applications are completed and openings remain available.

Transfer credit may be given for courses taken at accredited institutions, provided the student has earned a grade of C or better and the courses fall within the scope of Agnes Scott's curriculum. Students wishing to apply a substantial portion of work earned elsewhere toward their major should check with the assistant dean of the college.

Transient Students

Students in good standing at other colleges may enroll as transient students at Agnes Scott for one or more semesters and take one or more courses. A request for admission as a transient student should be filed in writing with the assistant dean of the college and supported by the following items sent at the student's initiative: a transcript of record, including a statement of good standing, and a letter of approval from the student's college dean, indicating approval of the plan and of specific courses to be taken for transfer credit.

Financial Aid

The financial aid program at Agnes Scott is designed to make an Agnes Scott education affordable to every student who is admitted. The financial need of a student accepted for admission is evaluated by the Financial Aid Office.

The College also offers scholarships based on merit rather than need. Awarded annually, the scholarships are renewable and range from \$500 to \$16,500.

Merit-Based Scholarships

Agnes Scott offers scholarships based on outstanding ability and promise.

■ **Honor Scholarships** award from \$6,000 to \$16,500 annually to academically outstanding students. Students must submit all application materials to Agnes Scott by January 15th, and they must indicate interest in competing for Agnes Scott scholarships on the application for admission. The Office of Admission can provide further information about the scholarship program.

■ **Nannette Hopkins Scholarships** in music are awarded to entering students planning to major in music on the basis of musical talent and promise. These \$2,000 awards are renewable through the senior year. Contact the Office of Admission for information about auditions.

■ Agnes Scott offers several four-year scholarships annually through the **National Merit Scholarship Corporation**. Recipients are selected from finalists who have designated Agnes Scott as their college choice and receive from \$500 to \$2,000 a year.

■ **National Presbyterian College Schol-**

arships of up to \$2,000, are awarded to entering first-year students who are members of the Presbyterian Church (U.S.A.). Selection is based on scholastic ability and leadership qualities. Applications are available from the Office of Admission.

■ **Marie L. Rose Scholarship** of \$1,000, awarded by the Huguenot Society of America, goes to a rising sophomore, junior or senior who presents proof of eligibility as a Huguenot descendant. The Financial Aid Office has these applications, which must be submitted no later than April 15.

Middle Income Assistance Grants

Agnes Scott offers the **Middle Income Assistance Grant** to students who may not qualify for need-based assistance, yet may not be able to afford the cost of private higher education. Based on a combination of factors including academic achievement, involvement in activities and family resources, the Middle Income Assistance Grants range from \$3,000 to \$5,000 and are renewable annually.

The application must be submitted by February 15th during the initial application process, but is not required for renewal.

Need-Based Financial Aid

Agnes Scott has substantial resources to provide need-based assistance. An Agnes Scott financial aid award usually combines one or more grants, a Federal Stafford Student Loan, and the offer of campus employment. If students choose to

decline any portion of their financial aid package, they must use their own resources to replace these funds.

Government Sources Of Financial Assistance

■ **State of Georgia Grants.** Qualified Georgia residents are automatically eligible for the Georgia Tuition Equalization Grant (in the amount of \$1000 in 1992-93). To qualify, a student must have been a legal resident of Georgia for the 12 months immediately preceding enrollment at Agnes Scott and must be registered for at least 12 semester hours 14 days after the end of the drop/add period. The Georgia Tuition Equalization Grant is not based on the financial situation of the student's family. It recognizes the important role private colleges play in reducing the cost to taxpayers for the education of Georgia citizens. Applications, which must be filed yearly, can be obtained from the Agnes Scott Financial Aid Office.

Georgia residents who are full-time students and who demonstrate substantial financial need may also qualify for the Student Incentive Grant. These awards ranged from \$500-\$1,000 for the 1992-93 academic year.

■ **Federal Programs.** Two grant programs provide federal grant funds. The Federal Pell Grant program makes need-based awards based on information provided on the Free Application for Federal Student Aid (FAFSA). These grants were for a maximum of \$2,400 for 1992-93. Federal Supplemental Educational Opportunity Grants range from \$100 to \$4,000. Completing the FAFSA is all that is necessary to apply for both of these programs.

Federal Work-Study Program funds provide a portion of salaries paid to students who are awarded campus jobs as a

part of their financial aid package.

The Federal Stafford Student Loan Program enables students to borrow directly from banks, credit unions, savings and loan associations and other participating lenders. Students must complete the Free Application for Federal Student Aid to be eligible to apply for a Federal Stafford Loan. The low interest loans are repayable beginning six months after ceasing enrollment on a half-time or greater basis. The Federal Stafford Loan Program limits the amount which students may borrow annually to \$2,625 for first-year students, \$3,500 for sophomores, \$5,500 for juniors and seniors, and \$7,500 for graduate students (changing to \$8,500 for periods of enrollment beginning on or after October 1, 1993).

If the results of the aid application indicate that the student is eligible for an interest subsidy, the federal government will pay the student's interest while she is attending an eligible institution on a half-time or greater basis. Students who are not eligible for the interest subsidy may borrow under the Federal Stafford Loan Program; however, the student is responsible for the accrued interest, which either may be paid on a periodic basis or added to the loan principle.

Any student who has difficulty locating a Federal Stafford Loan lender should contact the Agnes Scott College Financial Aid Office.

Application Procedures

To be considered for institutionally funded aid from Agnes Scott College, all applicants must file the Financial Aid Form (FAF) and the Free Application for Federal Student Aid with the College Scholarship Service (CSS) in Princeton, New Jersey. These forms are included in

the FAF packet. The Financial Aid Office and high school guidance offices have these forms, which should be filed as soon as possible after January 1. Prospective students should indicate their interest in financial assistance on the Agnes Scott application for admission.

Transfer applicants, applicants for readmission, and Return to College applicants may obtain the FAF packet from the Office of Admission. They also should arrange to have a financial aid transcript from all institutions previously attended sent to the Agnes Scott Financial Aid Office.

Currently enrolled students seeking aid for the next session should obtain the FAF packet from the Financial Aid Office. Instructions for applying are posted on the official bulletin board in January.

Determination of College Awards

The amount of financial aid granted to a student is based on need. The Financial Aid Office determines from the FAF packet the amount of family resources which should be available to the student for college expenses. Among the factors used in the analysis are: family and student income and assets (including the student's summer earnings), taxes, living expenses and retirement allowances, family size, and number of children in college.

The Financial Aid Office requires signed copies of the federal income tax returns for both the student and her parents and copies of their W-2 forms for the calendar year before each academic year for which the student requests aid. These should be submitted to the Financial Aid Office as soon as possible after January 1. The financial aid file must be completed by May 1 to receive a priority package.

Students also must inform the Finan-

cial Aid Office of any significant changes in the financial situation of their families which might require an increase or decrease in aid.

Notification of Awards

Students are notified of their financial aid award for the coming session as soon as possible after the Financial Aid Office receives their processed FAF packet, tax returns, and any other supporting documentation which may be requested.

Confidentiality of Awards

Since the amount of an award reflects a family's financial circumstances, college personnel consider the award a private matter between the student, her parents, and the Financial Aid Office. In accordance with the legislation titled "The Family Educational Rights and Privacy Act of 1974," Agnes Scott will not release this information to others without the student's written consent.

Student Responsibilities

Students interested in financial assistance at Agnes Scott must apply for all federal and state grants which may be available to them. Students are encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions, and religious and civic groups.

Students are responsible for knowing and complying with all instructions and regulations of the various student assistance programs.

Financial aid awards are made for one year, and are renewable on evidence of

continued financial need as indicated by the results of a completed FAF packet each year. All financial aid programs must be applied for annually.

All students must make satisfactory progress toward the completion of their degree to continue to receive financial assistance.

Students receiving financial assistance who withdraw from the College during the refund period will not receive refunds personally. Instead, the refund will go back into the various accounts of the programs from which funds were issued. In cases where students withdraw from the College and have received cash for non-direct educational expenses, repayment of unused funds may be necessary.

Duration of Aid Eligibility

Normally Agnes Scott College funded assistance is available only for the equivalent of eight semesters of full-time study. Students who attend part time, or who transfer in credits from an institution in which they previously were matriculated or degree-seeking, will have their aid eligibility prorated accordingly.

Some federal and state financial aid programs also have duration limitations. Additional information regarding aid eligibility is available from the Financial Aid Office.

Satisfactory Academic Progress

To receive financial assistance at Agnes Scott College through programs authorized by Title IV of the Higher Education Act as amended, through state administered programs, and through College funded programs a student must maintain satisfactory academic progress.

The standards of progress and criteria for academic probation as described in the college catalog also determine financial aid probation. When a student is placed on academic probation, she is also placed on financial aid probation and is sent written notification. If a student continues on academic probation for a third consecutive semester, her financial aid is terminated.

Federal regulations require the review of each student's academic record after two years of study in a four-year program. If a student does not successfully complete the first two years of study, she receives a letter from the director of financial aid informing her of termination of financial aid.

All Agnes Scott Scholarships based on merit require specific academic achievement for renewal. The requirements vary and are included in the scholarship notification.

Appeals and Reinstatement of Aid

A student may appeal the termination of her financial aid. If circumstances warrant it, the financial aid may be reinstated. A written appeal must be submitted to the director of financial aid by the date specified on the notification to terminate aid. Students receive written notification of the decision regarding appeal.

If the appeal for continuation of financial aid is denied, the student can regain eligibility for financial aid by attending at her own expense and accumulating the hours and/or raising her cumulative GPA to the level required to regain good standing.

If a student is dismissed or withdraws from the College while ineligible for financial aid for failure to make satisfactory academic progress, she can request a reinstatement of aid eligibility upon readmis-

sion to the College by sending a written request to the director of financial aid. If circumstances warrant it, the financial aid may be reinstated. Students receive written notification of this decision.

Students who wish to appeal the termination of their merit-based scholarships may appeal to the Director in writing. Students receive a written response regarding the decision on the appeal.

Other Financing Options

The College offers several other options for financing an Agnes Scott education. These programs are designed to help a student's family manage their resources in ways which will enable them to make their expected contribution toward college costs. *Detailed information on these programs is available in the Financial Aid Office.*

■ **Parent Loan Plan.** The Agnes Scott Parent Loan Plan is funded by the College for families who wish to obtain loans ranging from annual amounts of \$1,000 to \$7,500 at a low interest rate. Repayment is made monthly over an extended period. Contact the Agnes Scott College Financial Aid Office for further information.

■ **Parent Loan for Undergraduate Students (PLUS).** The Federal Loan Program enables parents of enrolled students to make federally insured loans at a low interest rate through banks, credit unions, savings and loans. Parents may borrow a maximum of the cost of education less other financial assistance.

■ **Federal Supplemental Loans for Students (FSLs).** FSLs loans enable independent students to make federally insured loans at a low interest rate through participating financial institutions. Submission of the Free Application for Federal Stu-

dent Aid is required, but students may borrow even if they are not eligible for federal need based assistance.

■ **Extended Repayment Plan.** The Extended Repayment Plan is a long-term loan program for parents who wish to spread college costs over a longer period of time—up to ten years.

■ **Agnes Scott College Ten-Month Payment Plan.** For parents of dependent students and for independent students who wish to meet educational expenses without borrowing, the Agnes Scott Payment Plan divides college costs into ten interest-free monthly payments. For renewal, an application, with fee, must be filed annually.

Return to College Students

Financial assistance is available for full- or part-time study to women who demonstrate financial need or eligibility for the Middle Income Assistance Grant and have not been granted a bachelor's degree. Financial aid recipients must enroll each semester for a minimum of six semester hours of credit. Financial aid awards for Return to College students usually consist of grant and loan funds.

Return to College applicants who wish to apply for financial assistance should file their FAF packet with the College Scholarship Service at least two months prior to the beginning of the semester for which they plan to enroll. (*See previous information for details.*)

International Students

A limited amount of financial aid based on need is available for international students. International students

may obtain both the CSS Declaration and Certification of Finances and the Financial Aid Application for Students in Foreign Countries from the Office of Admission.

International students must be able to provide their own transportation, vacation

and summer expenses, and health insurance.

March 1 is the deadline for receipt of all admission and financial aid documents from international students interested in aid.

Studies combine with extracurricular activities such as weight training.



Outside the Classroom

At Agnes Scott College the entire community works together to help incoming students successfully begin their college careers. The orientation process begins before a new student arrives on campus and continues throughout her first year. Structured programs include faculty advising, course selection, and placement tests, as well as formal introductions to campus student organizations.

New students also get to know Agnes Scott through personal, less formal programs. For example, each incoming student is assigned an upper class student as a "big sister." This big sister contacts the new student during the summer before her first semester and continues the special relationship through that student's first year at Agnes Scott. We also encourage social involvement through activities such as weekend events in the Atlanta area, on-campus parties with students from other colleges, and Agnes Scott student participation in events on other Atlanta campuses.

International students, minority students, transfer students, and Return to College students are offered additional orientation programs tailored to their needs. All students are welcomed and encouraged to become vital members of the campus community.

Living Arrangements

Our residence halls are almost entirely self-governing. A senior resident or resident assistant is assigned to each hall as needed. These residential staff members are supervised by the associate dean of

students. *The Student Handbook*, given to each student on arrival, explains all campus regulations.

All of our rooms cost the same. Except for Return to College students, all full-time students must live in a College residence hall or with parents or other relatives. Any student who wishes to change her residency status must have the permission of the dean of students.

In the event that a student's conduct indicates that she is not in sympathy with the ideals and standards of the College's residence life policies, or is not mature enough to reside on campus, the dean of students may terminate the student's resident status.

Student Activities

The majority of student activities are held in the newly renovated Wallace McPherson Alston Campus Center. This two-building facility was designed to meet a variety of needs. The Alston Center has student lounges, a snack bar, three racquetball courts, a studio dance area and the chapel. The Alston Annex houses student government offices and a faculty lounge. The assistant dean of students and the coordinator of student activities plan social, cultural, intellectual and recreational activities for students.

Laylage Courie (left) and Daka Hermon fix their makeup before taking stage as Presences in the Blackfriar's production of "Alice in Wonderland." Such opportunities to expand one's experiences are part of Agnes Scott's broad spectrum of educational enrichment.



Student Government

Agnes Scott is a community that values open communication among faculty, students, and administrators. The Student Government Association acts as a formal liaison between the students and the administration. Through this association, students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. *The Student Handbook* includes more information about student government.

Health Services

Student Health Services are provided on campus under the direction of a nationally certified nurse practitioner working with physician consultants in internal medicine, gynecology, and psychiatry. Services include evaluation and treatment of minor health problems, health education, and counseling. Professional staff members can refer students with specific health problems to the medical director or to other specialists for evaluation and treatment. The student health program stresses prevention of illness, promotes self-care, and encourages positive health practices. Off-campus psychiatric counseling services are available upon request.

Special health education and screening programs are offered throughout the year. Reference materials on health topics are located in the Student Health Center.

Resident students are eligible for all services provided by the Student Health Center. The residence fee entitles the boarding student to an evaluation and treatment of selected health problems by the nurse practitioner or referral to the appropriate medical resource. Faculty, staff, and non-resident students may re-

ceive first aid for minor injuries, limited health screening, health information and referral upon request, but are not eligible for other services from the Health Center.

Students with serious illness or accident victims will be referred to hospitals. The College reserves the right, if parents or guardians cannot be reached, to make decisions concerning emergency health problems for any student who is a minor.

Counseling

Confidential counseling services are offered to all Agnes Scott students by the College counselors and the college chaplain. In general, therapy sessions are for 50 minutes and are limited to short-term treatment of one semester or the equivalent in weeks. Psychiatric or long-term therapy is available off campus by referral and includes a free evaluation. Group counseling is provided for students with special concerns such as a Return to College student support group or a group for children of divorced parents.

Individual personal counseling issues include family problems, homesickness, conflicts in relationships, decision-making, grief, anxiety, depression, stress reduction, study skills, time management, listening skills, and math anxiety. In addition, workshops can be arranged for groups interested in any of the above topics. Students are encouraged to take advantage of the opportunity to explore their personal growth through counseling.

College Chaplain

The chaplain coordinates Agnes Scott's religious life, offering opportunities for worship, reflection, service and community-building.

On-campus worship includes a Sunday

evening vespers service, weekly morning prayer, services in celebration of special campus events, as well as services offered by visiting clergy from a variety of religious traditions. Serving as a liaison between the broader religious community and the College, the chaplain encourages students to become involved in the worship of a local congregation and provides information about the many churches and synagogues in the Decatur and Atlanta areas.

Contexts for reflection on the relationship between faith and learning, as well as on personal and societal issues, are provided through speakers, group discussions, support groups and personal counseling. In consort with the director of student activities, the chaplain's office offers opportunities for faithful service to the larger community by dealing with such issues as homelessness and housing, literacy, the environment, health, poverty and battered women.

In these ways, and as advisor to the Religious Life Council, the chaplain facilitates the building of positive community life grounded in the traditions of faith.

Career Planning and Placement

The Career Planning and Placement Office helps students make well-informed decisions about career and lifestyle options. Our counselors encourage students to appreciate career development as a lifelong process that only begins at Agnes Scott.

The office provides individual counseling; self-assessment aids (including SIGI Plus, a computerized career development

program, the Strong Campbell Interest Inventory, and the Myers-Briggs Type Inventory); an extensive career library; seminars about specific careers and career-related issues; and job search workshops on topics such as skills assessment, resume writing, and interviewing techniques.

The Shadow, Extern, and Intern Programs provide students with access to advisors and role models in different career fields.

Through the Shadow Program, students spend an afternoon or an entire day talking with and observing local sponsors in careers of interest to the students.

The Extern Program enables students to perform some on-the-job activities during an entire work week spent with sponsors and their colleagues.

The Intern Program provides summer and semester placement, which gives students on-the-job experience in many fields such as business, social service, journalism, and the arts. Internships may be paid or unpaid and for credit or non-credit. (For more information about credit internships, see THE ACADEMIC PROGRAM section of this catalog.)

The office assists students in locating permanent, summer, and part-time work. The career library contains books and magazines related to career choices, company information, as well as part-time and full-time job listings. Mock interviews are conducted to help students develop interview skills. A career fair is sponsored by the office each year.

During the spring semester, employers visit the campus and conduct interviews. Some employers also participate in our Résumé Recruitment Program by receiving résumés of upcoming graduates.

Return to College

Agnes Scott College is committed to assisting women beyond traditional college age to pursue their educational objectives in a program suited to their individual needs. Students in the Return to College Program enroll in regular college courses and meet the same degree requirements as the other undergraduates.

Most women who enroll in Agnes Scott through the Return to College Program plan to earn the bachelor of arts degree. Others pursue programs of study for personal enrichment, to learn more in a particular field, or to prepare for graduate study in fields such as medicine, law, or theology. Each student's program of study is carefully planned and reviewed on an individual basis.

Students in the Return to College Program vary greatly in age, background, marital circumstances, socio-economic status, and in the degree to which they participate in campus life. However, all enter with a strong desire to succeed, in spite of the demands of complex personal lives, and they enrich the College community with their energy, enthusiasm, and personal views.

Admission

The College accepts applications for fall or spring semester. Applicants should submit:

- ✓ The Return to College application, including a personal essay and the \$35 application fee;
- ✓ Two letters of recommendation; and
- ✓ Official transcripts of previous high school and college work, sent directly from the institutions attended. As soon as all of

the application materials are received, the Office of Admission will contact the applicant to arrange a campus interview. The Scholastic Aptitude Test (SAT) is not required for admission; however, students who have taken this test within the last five years are encouraged to submit their scores.

Since students in the program typically have been out of school for several years, the College considers a woman's personal history as well as her academic record to determine her potential for success. Factors such as employment outside the home, community service, self-study, and personal motivation are carefully reviewed in the admission process. Students who are on probation or have been dismissed will not be admitted to Agnes Scott College.

Applications should be filed with the Office of Admission as early as possible, but no later than one month before the beginning of a semester. Applicants seeking financial aid must apply at least two months in advance of the semester in which they plan to enroll.

New Return to College students pay a \$100 enrollment fee by May 1. This fee is non-refundable after May 1.

Financial Aid

Agnes Scott admits well-qualified students without regard to financial need. Financial aid decisions are made after the student has been admitted to the College and has chosen her courses for the term. Assistance is available for full- or part-time study to women who demonstrate financial need and have no bachelor's degree. All financial aid awards for Return to College students consist of grant and loan

funds provided chiefly through the Irene K. Woodruff Scholarship Fund. Financial aid recipients must enroll each semester for a minimum of 6 semester-hours of credit.

For more details see FINANCIAL AID (page 16).

Health Record

The College requires a completed Entrance Health Record to be on file at the Student Health Service before a student attends classes. Health record forms are sent to students after admission.

Students with Previous Academic Experience

Students in the Return to College program with credits earned at other institutions will be subject to the same regulations as other transfer students with the exception of the minimum course load.

Evaluation Of Transfer Credit

Evaluation of transfer credit may require course descriptions from catalogs from all colleges previously attended to be submitted to the assistant dean of the college upon enrollment. Please contact the registrar of your previous college or colleges for assistance in obtaining catalog course descriptions.

Academic credit earned at other institutions which meets College standards is applied toward the Agnes Scott degree upon classification. (See "Transfer Credit," page 43.) No more than 64 semester hours (60 plus 4 for physical education) of transfer credit will be counted toward the 124 semester hours required for the Agnes Scott degree. A student must earn a minimum of 60 hours in Agnes Scott academic

courses toward the 124 hours required for the Agnes Scott degree.

Time Limits for Completion of the Degree

Time limits for completion of the degree are:

- ☐ Eight years after enrollment if classified as a first-year student.
- ☐ Six years after enrollment if classified as a sophomore.
- ☐ Four years after enrollment if classified as a junior or a senior.

Students with No Academic Experience

Students who enroll with no previous academic experience will be classified as first-year students and will have a limit of eight years to complete the degree.

Non-degree Candidates

Students enrolled in the Return to College Program but who do not intend to obtain a degree may earn a maximum of 24 semester hours of credit. Non-degree candidates will not be classified.

The dean of the college may make exceptions to any of the above.

Interviews and Visits

Women considering the Return to College Program are encouraged to visit the campus. Arrangements to attend classes may be made through the Office of Admission. An interview is required.

Admission counselors welcome the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.

The Athletic Program

Agnes Scott College has a tradition of recognizing that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for fitness and recreation.

With the completion of the Robert W. Woodruff Physical Activities Building with its basketball courts, 25-meter swimming pool and Nautilus equipment, the

Gellerstedt track and field, as well as the dance studio and racquetball courts in the Alston Campus Center, Agnes Scott has made a commitment to provide quality opportunities for physical activities and athletics equivalent to that of its academic programs.

The athletic program consists of intercollegiate athletics, club sports, and intramural sports.

Dance is also available through performing groups such as Studio Dance Theatre.

Two Sewanee College players crowd Nancy "Nanska" Lowell in a game at Agnes Scott. Intercollegiate basketball is only one expression of Agnes Scott's emphasis on athletics. The College's tradition of physical activity ranges from swimming to dance.



The Academic Program

Intellectual independence, academic excellence, and informed choice are the basis of the academic program at Agnes Scott. Each student is responsible for her course of study within the parameters of academic excellence set by the College's Specific, Distributional, and Depth Standards.

Agnes Scott College is a community of individuals. Faculty members are teacher-scholars devoted to the well-being of their students. First year counselors, residence hall assistants, and big sisters represent a student body that cares for each of its members. Students should not hesitate to seek advice from any of the members of the Agnes Scott community.

Advising

Upon entering Agnes Scott College, each student is assigned an academic advisor by the assistant dean of the college. This advisor is a faculty member who will be able to meet with the student on an individual basis to assist her in making informed choices about her academic career and will remain the student's advisor until she selects a major, usually at the end of the sophomore year.

The faculty advisor must sign the student's course card, and any forms to add or drop courses. This action signifies that the student has consulted her faculty advisor about her decision; however, the student is responsible for her own choices and her own academic program.

Requirements For the Degree

Agnes Scott College confers the degree

of Bachelor of Arts. To qualify for the degree, each student must complete successfully 124 semester hours of credit, including no more than four semester hours of physical education and no more than ten semester hours of internship credit, with a cumulative quality-point ratio of 2.00 (C average); satisfy the Specific, Distributional, and Depth Standards; and satisfy the Residence Requirement.

Specific and Distributional Standards

The academic program at Agnes Scott encourages informed choice within the parameters of academic excellence. The Specific Standards insure a student's competence in specific skills. The Distributional Standards introduce a student to the ways of thinking and subject matter of broad areas of human inquiry. A student satisfies these standards by completing courses designated in the respective areas.

Because a liberal education includes an appreciation of diverse cultures, the faculty encourages students to take courses that study women, non-Western cultures, and racial and ethnic minorities in the United States.

Specific Standards

Unless exempted, a student must satisfy these standards:

- (1) English composition and reading: two semester courses taken while a student is classified as a first-year student
- (2) Foreign language: intermediate level
- (3) Physical education: four semester courses, two of which must be taken

while a student is classified as a first-year student.

Distributional Standards

Unless exempted, a student must satisfy these standards:

(1) HUMANITIES AND FINE ARTS

(a) **Literature:** one semester course in the language of its composition

(b) **Religious and Philosophical Thought:** one semester course

(c) **Historical Studies and Classical Civilization:** one semester course

(d) **Fine Arts:** one semester course

(2) NATURAL SCIENCE AND MATHEMATICS

(a) **Mathematics:** one semester course

(b) **Natural science:** one semester course that includes a laboratory section

(3) SOCIAL SCIENCES

One semester course

Restrictions

Several restrictions apply to Specific and/or Distributional Standards.

- The term one semester course means a course of at least 3 semester hours.
- Credit received in satisfying Specific Standards cannot apply to Distributional Standards.
- Credit received in satisfying Distributional Standards cannot apply to Specific Standards.
- Courses taken to satisfy the Specific and Distributional Standards cannot be taken on a pass/fail basis.
- No more than one Specific or Distributional Standard may be satisfied by transfer credit after a student has been admitted. (See "Transfer Credit," p. 43.)
- No course may be used by a student to satisfy more than one Distributional Standard.

- No more than one Distributional Standard can be satisfied in one department (except for courses in Creative Writing and Philosophy 220); cross-listed courses count in the distributional area of the department in which the faculty member teaching the course is appointed.
- Courses in physical education beyond the four required represent credit beyond the 124 semester hours required for the degree.

Satisfying Specific and Distributional Standards by Courses

The following Agnes Scott courses (or their equivalents) satisfy the Specific Standards. Exceptions are considered individually.

- Two semester courses in English composition and reading, taken while a student is classified as a first-year student.
English 101 and 102, or 103 and 104.
- The intermediate level of a foreign language:
French 201 or 230; German 201; Greek or Latin, two semesters at the 200 level; Spanish 201.
- Four semester courses in physical education, two of which must be taken while a student is classified as a first-year student.
Any course in the Department of Physical Education, one of which must be in fitness. The fitness courses are: 101, 102, 103, 105, 106, 108, 109.

The following Agnes Scott courses (or their equivalents) satisfy the Distributional Standards. Exceptions are considered individually.

(1) HUMANITIES AND FINE ARTS

- (a) **Literature:** one semester course in the language of its composition.
English: any course under the

"Literature" heading of the Department of English except 309 and 323.

French: any course above 235.

German: 222 or any more advanced literature course.

Greek: any 200- or 300-level course except 360.

Latin: 204 or any course above this level except 360.

Spanish: 223 or any more advanced literature course.

(b) **Religious and Philosophical**

Thought: one semester course.

Bible and Religion: any course.

Philosophy: any course, except 220.

(c) **Historical Studies and Classical**

Civilization: one semester course.

History: any course.

Classical Languages and Literature: any course under the "Classical Courses in English" heading of the department.

(d) **Fine Arts:** one semester course.

Art: History and Theory—any course; Studio Art—161.

Creative Writing: English 201, 202, 203 (Theatre 203), 341, 342, 345 (Theatre 345).

Music: any course.

Theatre: any course except 117.

(2) **NATURAL SCIENCE AND MATHEMATICS**

(a) **Mathematics:** any course except 115 and 150

Philosophy: 220.

(b) **Natural Science:** one semester course that includes a laboratory section.

Astronomy: 120 or any course (with a laboratory section) for which the student qualifies.

Biology: 100 or any course (with a laboratory section) for which

the student qualifies.

Chemistry: 101 and 101L or any course (with a laboratory section) for which the student qualifies.

Physics: 110 or any course (with a laboratory section) for which the student qualifies.

(3) **SOCIAL SCIENCES**

One semester course.

Anthropology: 101 or any course for which the student qualifies.

Economics: 104, 105 or any course for which the student qualifies except 210 and 211.

Political Science: any course except 301, 302 or 303.

Psychology: 121 or any course for which the student qualifies.

Sociology: 101 or any course for which the student qualifies.

Courses taken under The University Center Cross Registration Program may be used to satisfy one Specific or Distributional Standard. (See "Transfer Credit.") The student must have the approval of the Agnes Scott department concerned and the dean or assistant dean of the college.

Satisfying the Specific and Distributional Standards by Exemption

A student exempted from a Standard does not always receive credit toward her degree. However, the basis for the exemption may also be the basis for credit. (See "Advanced Placement Credit" under the ADMISSION section, page 13.) Inquiries about exemption should be made to the dean or assistant dean of the college.

Depth Standards

The Depth Standards develop a student's command of a particular subject matter by her completion of a major. Besides departmental majors, Agnes Scott offers interdisciplinary majors and student-designed majors. A major is:

- (a) a **minimum** of 30 semester hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified in the programs' descriptions. A course may be counted toward the minimum hours required for a major in only one major;
- (b) a **maximum** of 48 semester hours within one discipline, exclusive of required courses outside the discipline but inclusive of internships. In interdisciplinary programs, the maximum hours are specified in the programs' descriptions. Any hours beyond the maximum must represent work beyond the 124 semester hours required for the degree.

Credit received in satisfying Specific and Distributional Standards may apply to Depth Standards. A student should consult the chair of her major department or program on this matter.

A student usually selects a major during the second semester of her sophomore year. Information on majors is provided under the departmental and program listings in this catalog. First-year and sophomore students should review the requirements of majors they are considering in order to determine if any courses must be taken during the first and second years.

When considering a major, students should talk with the chair of the department or program. They should also seek the advice of other department members and of their faculty advisors.

Minors

A student may elect a minor field of study in addition to her major. Minors are only available as specifically described under certain departments and programs in this catalog. The following policies apply to minors:

- (1) Students may complete no more than two majors or one major and one minor.
- (2) Courses taken to complete a major may not be used to complete a minor and conversely.
- (3) Credit received in satisfying specific and distributional standards may apply to a minor. A student should consult the chair of her minor department on this matter.
- (4) The pass/fail option is not available for courses taken to satisfy the minor.
- (5) Usually no more than one semester course of summer school work may apply to requirements for the minor if approved by the chair of the minor department.
- (6) Cross-registration courses at member institutions of the University Center may satisfy requirements for the minor if approved by the chair of the minor department.
- (7) No credits from internships may be used to satisfy the minimum hours/courses for the minor, unless a credit internship is specifically permitted within the requirements for the minor.

The Residence Requirement

The junior and senior years, or three of the four years including the senior year, are to be completed at Agnes Scott. All students must earn a minimum of 60 semester hours in Agnes Scott College academic courses toward the 124 hours

required for the degree. Under special circumstances, a student who has completed three years at Agnes Scott, or two years including a year at the upperdivision level, may take her senior year at another institution. A request for exception to the residence requirement must be filed with the assistant dean of the college by the beginning of the spring semester of the preceding session. Permission may then be granted by the dean of the college on the recommendation of the chair of the major department.

Courses, Grades, Examinations and Honors

Courses

The College operates on a variable credit-hour, early-semester calendar. The unit of credit is the semester hour. Courses carry from 1 to 5 semester-hours credit. Usually 1 credit hour is granted for each contact hour. Laboratories are usually 3 contact hours and carry 1 credit hour. Semester courses in physical education carry 1 semester hour credit.

All courses are semester courses, i.e., courses which begin and end within a semester, with final grades at the end of the semester. Credit is given upon successful completion of each semester course.

Course Numbering

Courses are numbered according to level of difficulty as follows:

- 100s – introduce a discipline
- 200s – intermediate, though they may introduce students to an area or aspect of a discipline
- 300s and 400s – advanced; Students should consult their instructors or faculty advisors to determine the appropriate course levels.

Course Loads

The usual course load is 15 semester hours. The minimum course load is 12 semester hours (exclusive of physical education); the maximum is 18 semester hours (exclusive of physical education). Courses taken under cross-registration are included in a student's course load.

Unclassified students and students in the Return to College Program are not subject to the minimum course load limitation.

Requests for Hours in Excess of 18

Students with a minimum overall quality-point ratio of 3.00 may take a maximum course load of 21 hours. Students participating in the professional semester in the Early Childhood Education program are excepted from this regulation. Students requesting 19 academic hours may request permission from the assistant dean of the college.

Grades

Grades are officially recorded as follows: A, excellent; B, good; C, average; D, passing; E, conditional failure with the privilege of re-examination; F, failure; I, incomplete; WP, withdrew passing; WF, withdrew failing; MED, medical withdrawal. Grades for courses taken on a pass/fail basis are recorded as P or F (see exception under Pass/Fail option).

Except for courses taken on a pass/fail basis, grades are assigned the following quality points: A = 4 quality points per semester hour, B = 3, C = 2, D = 1, F = 0. Grades of I, P, E, WP, and WF are excluded from the calculation of quality-point ratios. Only grades for courses taken at Agnes Scott are factored into a student's quality-point ratio.

Grade reports are sent to students at the end of each semester.

The Pass/Fail Option

This option was included in the academic program to encourage students to elect courses they otherwise might have not selected. Juniors and seniors may choose a total of two courses on a pass/fail basis. Forms for this request are in the Registrar's Office. They must be completed by one week after the day mid-semester grades are due in the Registrar's Office. This deadline will not be extended if the student has not received a grade by this date.

A student may not elect a course on a regular credit basis if she first elected it on a pass/fail basis.

The pass/fail option is not available for courses taken to satisfy Specific and Distributional Standards; courses taken to satisfy Depth Standards, (any courses in the major) including required courses outside the discipline; courses taken for a minor; certain courses in the teacher education program.

If a student receives a grade of A in a pass/fail course, the grade will be recorded on her transcript and averaged into her quality-point ratio. However, the credits will still be counted toward her total allowed for pass/fail hours.

All grades for internships are recorded on a pass/fail basis. These hours are in addition to the 8 semester hours allowed for pass/fail. Internships are an exception to the policy prohibiting courses taken to satisfy Depth Standards from being pass/fail.

Registering for Courses

All students must register for classes on the dates announced in the College Calendar. There is a \$10 fee for late registration. No student is allowed to register

after the tenth calendar day of the semester. If a student is not properly registered for a course, she will not receive credit for the course.

Adding Courses

No new course may be added after the tenth calendar day of the semester.

Withdrawing from Courses

The last day to withdraw from a course without a grade of WP or WF is one week after mid-semester grades are due in the Registrar's Office. In this case, the course will not be on her record. Students who withdraw from classes after that date will receive a WP or WF grade on their records. No course may be dropped after the last day of classes.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on her record. Medical withdrawals are authorized by the dean or assistant dean of the college only when a medical emergency is described and certified in writing by a licensed physician or psychologist.

Students in Independent Study (490) are covered by the withdrawal procedures of the Independent Study program.

Auditing Courses

Students may audit courses with written permission from the dean or assistant dean of the college and the approval of the instructor. Students are subject to any restrictions or requirements the instructor may wish to impose. Audited courses do not appear on a student's record.

The student's academic record and course load are factors considered in granting permission to audit. No student will be

given permission to audit after the tenth calendar day of the semester. A student may not take for credit a course she has audited earlier.

Repeating Courses With a Grade of D

Students may not repeat Agnes Scott courses for which she has received grades of A, B, C, D, or P. Under unusual circumstances and the following conditions, a student may repeat a course for which she has received a D:

- (1) She must obtain the written approval of the chair of the department involved and the approval of the dean of the college for permission to repeat the course.
- (2) If a student withdraws from a repeated course, the original grade will stand in the Quality Point Ratio and on the transcript, and she cannot exercise this option again.

The final grade for a repeated course will be substituted in the calculation of the quality-point ratio, even if it is an F, but both grades will appear on the transcript. Repeated courses may not be taken pass/fail.

Class Attendance

The effectiveness of instruction at Agnes Scott is directly related to regular class attendance. Attendance policies are set by instructors and individual departments.

Attendance at all academic appointments is required of students on Academic Probation and of first-year students during their first semester. These students are permitted one unexcused absence in each class during the semester.

The responsibility for work missed is entirely that of the individual student.

Tests

Tests are announced at least a week in advance. Attendance at these tests is mandatory. No student is required to take more than two tests on one day provided she notifies the instructor at the time the third test is announced. If a student, because of unavoidable circumstances, cannot take a test at the appropriate time, permission to take the test at another time may be granted by the instructor of that course.

Completion of Semester Courses

All work for a semester course, except final examinations and papers in lieu of final examinations, must be completed by 9 a.m. of the second reading day of the semester. Instructors may require work other than final examinations to be completed earlier.

In certain cases, the dean or assistant dean of the college may authorize a grade of Incomplete (I) in consultation with the instructor. A date will be set for completion of the work. Unless the work is completed by that date, the instructor will turn in a grade based upon the completed work and the course requirements.

Written Work

The grade on any unexcused late written work is automatically reduced by one-third of a letter for each day the paper is late, including Saturday and Sunday. When papers are late because of a prolonged illness, an excuse may be provided by the dean of students.

Final Examinations

Final examinations are given at the end of each semester. Except for a few final exams scheduled in advance (because

of the nature of the course or the size of the class), students schedule exams during the College's final examination period. If a student is unable to complete final examinations during the College's final examination period due to illness or other excused cause, she may take those final examinations at a time specified by the dean or assistant dean of the college. A notation of "I" (Incomplete) will appear on the student's record until a permanent grade has been recorded. Incompletes may be granted only by the dean or assistant dean of the college.

Re-examinations

Re-examinations given in cases of conditional failure (grades of E) must be taken during the first week of the semester after failure. In this case, the final grade can be no higher than D.

Policy for Disputed Final Grades

When a student has substantial grounds to dispute a final grade and is prepared to present evidence to support a grievance, she must initiate the procedure by voicing her complaint to the instructor. If the matter is not resolved at this level, the student may then take the matter to the chair of the department for mediation. If the matter is still not resolved, she may then refer the matter to the dean of the college for further mediation. If the dean is unable to resolve the dispute, the student must then refer the matter in writing to the Committee on Academic Standards and Admissions no later than thirty (30) days after the beginning of the next semester. The committee's decision shall be final.

Implementation:

1. The one student member of the Academic Standards and Admission

Committee shall participate fully in the final decision provided that the student involved in the dispute waives her right to confidentiality. Should the student involved in the dispute be the student member of the committee, the Vice-President of the Student Government Association shall serve in her place in this specific case.

2. Should a member of the Academic Standards and Admission Committee be the faculty member involved in the dispute, that faculty member shall not be involved in the committee's deliberations and shall not have a vote. The chair of the Faculty Executive Committee shall serve in his/her place.

Confidentiality of Student Records

The Family Rights and Privacy Act of 1974 (also called the Buckley Amendment) protects the privacy of educational records, establishes students' rights to inspect and review their records, and provides ways to correct inaccurate and misleading data. Agnes Scott College makes every effort to comply fully with this legislation.

Certain information is considered public and the College releases this information at its discretion. Unless a student files written notification to withhold disclosure, the College will release announcements of graduation honors and awards, and will verify dates of attendance and conferral of degrees. Names, addresses, and other directory information will be released for internal use and in the College directory.

The College releases transcripts of academic records and statements of academic status to third parties only with the student's written authorization. Parents who have filed a written request with the registrar certifying that their daughters are

dependents (according to section 152 of the Internal Revenue Code of 1952) also receive this information.

A student or her parent has the right to challenge any content of the student's educational record considered to be inac-

curate, misleading, or in violation of the student's privacy or other rights. Such a challenge may be directed to the registrar of the college and, finally, to the United States Department of Education.

Josephine Bradley, assistant professor of sociology, teaches sociology of the family.



Academic Honors

Graduation With Honor

A student is eligible to graduate with Honor if she:

- (1) Attains a minimum cumulative quality-point ratio of 3.40 for all work completed at Agnes Scott.
- (2) Attains a minimum cumulative quality-point ratio of 3.40 for the semesters that include her last 60 academic hours completed in residence at Agnes Scott. Quality-point ratios are based on all academic work of a semester.
- (3) Has received neither a final grade below a C nor a WF in an academic course during the period defined in (2) as her last 60 hours.
- (4) Receives the recommendation of her major department. When the student has more than one major, she shall receive the recommendation of either one of her major departments, except that if she has done independent study, she must receive the recommendation of the department in which she has done independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all departments concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the departments concerned in the major from which the student must receive recommendations.

Graduation With High Honor

A student is eligible to graduate with High Honor if she:

- (1) Attains a minimum cumulative quality-point ratio of 3.70 for all work completed at Agnes Scott.
- (2) Attains a minimum cumulative quality-point ratio of 3.70 for the semesters that include her last 60 academic hours completed in residence at Agnes Scott. Quality-point ratios are based on all academic work of a semester.
- (3) Has received neither a final grade below a C nor a WF in an academic course during the period defined in (2) as her last 60 hours.
- (4) Completes a minimum of 4 credit hours of independent study.
- (5) Receives the recommendation of her major department. When the student has more than one major, she must receive the recommendation of the department in which she has done independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all departments concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the departments concerned in the major from which the student must receive recommendations.

Academic Honors

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926. The chapter holds annual elections according to criteria and procedures prescribed by the United Chapters.

The College recognizes superior academic work in several ways. At the Honors Convocation held each fall, the dean of the college announces the Stukes Scholars, three students who rank first academically in the rising sophomore, junior, and senior classes. The Stukes Scholars are named on the basis of the work of the previous session and overall academic achievement.

Other honors include the Dana Scholarship Program, begun in 1970 with a grant from the Charles A. Dana Foundation. Academic promise, leadership potential, and financial need are criteria for this honor.

The Alpha Delta chapter of Eta Sigma Phi, a national honorary fraternity of Greek and Latin students, was organized at Agnes Scott in 1928. The society encourages classical scholarship and appreciation of ancient learning, both in the Agnes Scott student body and in the local high school. Membership is based on scholarship.

The Agnes Scott chapter of Phi Sigma Tau was organized in 1979. The society links philosophy departments in accredited institutions and students interested in philosophy. Membership is open to qualified students who have taken at least three courses in philosophy.

Psi Chi is the National Honor Society in Psychology and was founded for the

purpose of "encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology." A chapter was established at Agnes Scott College in 1990. Membership is open to students with a B average in Psychology and rank in the the top 35% of their college class.

The Kappa Kappa Chapter of Pi Delta Phi, the National French Honor Society, was established at Agnes Scott College in 1990. The purpose of the Honor Society is to recognize outstanding scholarships in the French language and literature. Membership is open to students who have taken at least five courses in French and have been nominated on the basis of their academic achievement.

Honor List and Dean's Honor List

A student is eligible for the Honor List at the end of a semester if she has completed 12 semester hours in academic courses that semester with a semester quality-point ratio of at least 3.3 and no grade below C in an academic course, including courses taken under cross-registration. Cross-registration courses are not calculated in the quality-point ratio.

A student is eligible for the Dean's Honor List at the end of a semester if she has completed 12 semester hours in academic courses that semester with a semester quality-point ratio of at least 3.7 and no grade below C in an academic course, including courses taken under cross-registration. Cross-registration courses are not calculated in the quality-point ratio.

Academic Standards

Classification

A classified student is one who has been admitted as a candidate for the Agnes Scott degree.

Students are classified:

- ✓ **First-year students:** students who have earned fewer than 24 semester-hours of academic credit.
- ✓ **Sophomores:** students who have earned at least 24 semester-hours of academic credit and a cumulative quality-point ratio of at least 1.50.
- ✓ **Juniors:** students who have earned at least 56 semester hours of academic credit and a cumulative quality-point ratio of at least 1.75.
- ✓ **Seniors:** students who have earned at least 88 semester hours of academic credit and a cumulative quality-point ratio of at least 1.91.

Classified students are advised to complete 25 percent of the semester hours required in academic courses for the degree during each academic year. The recommended semester hours for class standing are: sophomore, 30; junior, 60; senior, 90. (These numbers do not include credit for courses in physical education.)

The minimum semester hours for class standing are: sophomore, 24; junior, 56; senior, 88. A student with less than these minimums is usually placed on academic probation. (These numbers do not include credit for courses in physical education.)

Unclassified students are not candidates for the degree. An unclassified student may not be working toward a degree (special student), may be a transient student earning a degree at another institution, or a secondary school student in a joint-enrollment program.

Unclassified students may earn a

maximum of 24 semester-hours credit in academic courses at Agnes Scott College. Requests for exception should be directed to the dean of the college.

Academic Probation and Academic Warning

Academic probation is imposed by the dean of the college at any time as a result of unsatisfactory academic performance. This probation notifies a student that unless her academic performance becomes satisfactory, she may be dismissed.

A student on academic probation is permitted only one unexcused absence in each academic course. Further absences may result in academic dismissal during the semester. Students on academic probation are placed on activity restriction and may not hold any elective or appointive office and may not participate with any performing group or in any organized college activities. Additional restrictions may also be imposed for students on academic probation.

(National Collegiate Athletic Association regulations state that students on academic probation may not participate in intercollegiate sports.)

A full-time, classified student usually is placed on academic probation at the end of a semester if she has grades of E or F in two academic courses; or has achieved fewer than 9 semester-hours credit in academic courses; or has a semester quality-point ratio less than the minimum for her classification: first-year student, 1.50; sophomore, 1.75; junior, 1.91; senior, 2.00.

A full-time, classified student usually is placed on academic probation at the end of a session if she has a cumulative quality-

point ratio less than the minimum for her classification or if she has not achieved the minimum semester hours for her classification in the next session: sophomore, 24; junior, 56; senior, 88. (These numbers do not include credit for courses in physical education.)

A part-time, classified student usually is placed on academic probation at the end of a semester if she has grades of E or F in two academic courses; passes fewer than two-thirds of the academic work for which she registered; has a semester quality-point ratio less than the minimum for her classification: first-year student, 1.50; sophomore, 1.75; junior, 1.91; senior, 2.00.

An unclassified student usually is placed on academic probation at the end of a semester if she has received grades of E or F in two academic courses. Unclassified students whose academic performance is considered unsatisfactory in other ways may also be placed on academic probation.

The dean of the college may waive the guidelines for academic probation if a student has been forced to reduce her academic load because of extenuating circumstances.

A student who usually would be placed on academic probation may instead be placed on academic warning by the dean of the college. This is done when the dean decides that mitigating circumstances do not justify academic probation. Academic warning may carry some restrictions. A student on academic warning may be placed on academic probation at any time during a semester. If her academic performance is unsatisfactory, she will be placed on academic probation for the next semester.

Good Standing

A student is in good standing if she is not on academic or disciplinary probation.

Academic Dismissal

Academic dismissal requires the student to separate from the College for academic reasons. The Judicial Review Committee of the College imposes academic dismissal for a specific period on recommendation of the dean of the college.

Students given academic dismissal usually are eligible to apply for readmission after one year.

Full-time, classified students are subject to academic dismissal for failure to earn 18 semester hours of credit in academic courses in any academic session, or for failure to achieve appropriate class standing for two consecutive years, or for extremely poor academic performance during the first semester on academic probation, or after being on academic probation for two consecutive semesters.

Students may be given academic dismissal at any time if the Judicial Review Committee judges their academic performance to be unsatisfactory. Part-time, classified students are subject to academic dismissal after two consecutive semesters of academic probation.

Unclassified students may continue their work at the College as determined by the dean or assistant dean of the college.

The Judicial Review Committee may waive the guidelines for academic dismissal if a student has been forced to reduce her load because of extenuating circumstances.

Disciplinary Probation, Suspension and Dismissal

For violation(s) of social regulations or policies, Honor Court may recommend to the Judicial Review Committee that a student be placed on disciplinary proba-

tion or be suspended or dismissed. Suspension is made with a stipulated time of return when the student is automatically reinstated in good standing if she so desires. A student who is dismissed must apply for readmission. The Judicial Review Committee may specify a length of time that a student must wait before she may apply for readmission.

Administrative Dismissal

A student whose conduct indicates that she is not in sympathy with the ideals and standards of the College or who is not mature enough for its programs may be asked to withdraw. In such cases the judgment of the president, dean of the college and dean of students is sufficient, and it is not necessary that specific reasons be given. In the unusual circumstances that any one of the three officers is absent and cannot be reached, the remaining two persons are authorized to make a decision.

The College maintains the right to enter a student's room for the purpose of maintenance, fire, safety, and upholding College regulations and policies.

Judicial Review Committee Of the College

The Judicial Review Committee of the College is given the responsibility of:

- (1) Reviewing and acting on recommendations of Representative Council, which affect the powers and philosophy of student government, or which pertain to major regulations concerning student welfare;
- (2) Acting upon the recommendation of the dean of the college that a student who has not met the academic standards of the College be dismissed;

- (3) Acting upon the recommendation of Honor Court that a student be placed on disciplinary probation or be suspended or dismissed;
- (4) Requiring the withdrawal of any student whose presence is thought to be injurious to the interests of the College community; or imposing the penalty of administrative probation in situations involving a student's failure to meet the standards or expectations of the College community;
- (5) Assuming original jurisdiction in a student-initiated disciplinary action in which the committee feels that justice has not been served.

Members of the Judicial Review Committee

The President of the College (Chair)
The Dean of the College
The Dean of Students
The Registrar
Four members of the faculty
President of the SGA
President of the Honor Court
President of the Interdormitory
Council

Transfer Credit

Transfer credit is given for grades of C or better in courses taken at accredited colleges and universities if approved by the dean or assistant dean of the college. No credit is given for courses with pass/fail or satisfactory/unsatisfactory grades.

Once a student has been admitted to Agnes Scott College, she may satisfy only one Specific or Distributional Standard at another institution. This applies to students on leave of absence, students who have withdrawn and been readmitted, cross-registration students, and

students attending summer school.

A student may also transfer, after admission, a maximum of 20 semester hours of credit to Agnes Scott from another institution, including work taken in summer school, while on leave of absence, or after the student has withdrawn and before readmission to the College. Only 10 of these 20 hours may be taken while on leave or leaves of absence. These hourly restrictions do not apply to students on approved Junior Year Abroad, Washington Semester, cross-registration, or exchange programs. Grades for credit earned at another institution are not factored into a student's quality-point ratio.

A student must earn a minimum of 60 hours in Agnes Scott College academic courses toward the 124 hours required for the Agnes Scott degree. Academic courses do not include courses in physical education. Grades for transfer credit are not factored into a student's quality-point ratio.

Exceptions to the above policies may be made by the dean of the college.

Evaluation of Transfer Credit

Evaluation of transfer credit may require a course description from catalogs from all colleges previously attended to be submitted to the assistant dean of the college. Please contact the registrar of your previous college or colleges for assistance in obtaining catalog course descriptions.

Summer School

Credit for approved summer courses at accredited colleges and universities may be applicable to the requirements for the Agnes Scott degree. No credit is given for a summer school course if the grade is less

than C. Credit for summer school courses is not factored into a student's quality-point ratio.

Students planning to take summer school courses should consult the dean or assistant dean of the college before enrolling in summer school. All courses require approval by the dean or assistant dean of the college, in consultation with the appropriate academic department. Only one Specific or Distributional Standard may be satisfied by work in summer school. Courses to satisfy Depth Standards must also be approved by the chair of the student's major department. Usually no more than two semester courses of summer school work may apply to the requirements for a major. Usually no more than one semester course of summer school work may apply to requirements for the minor if approved by the chair of the minor department.

A maximum of 12 semester hours will be approved per summer, and no more than 20 semester hours of summer school work will be credited toward the 124 semester hours required for the Agnes Scott degree. (See "Transfer Credit," p. 43.) The dean of the college may make exceptions. Hours in Agnes Scott Summer Programs are not included in these limits.

Leave of Absence

The purpose of a leave of absence is to allow a student a break in her studies without having to withdraw from the College and apply for readmission.

A request for a leave of absence should be submitted to the assistant dean of the college for approval by the end of the course selection period prior to the semester or semesters requested. Except under the most unusual circumstances, no requests for a leave of absence during that

semester will be considered after classes have begun. A leave of absence may be for one or two semesters, with a maximum of two semesters during her college career. A student may request the assistant dean of the college to extend her leave of absence from one semester to two semesters.

A student granted a leave of absence need not apply for readmission. Within a reasonable time, she should notify the assistant dean of the college of her intent to return as a student. A student who does not return within the time specified for her leave will be considered to have withdrawn. She must apply for readmission before she can return.

A leave of absence may not be used to attend classes full-time at another institution. If, for good reason, a student on leave wishes to take some course-work at another college or university, she should first consult with the assistant dean of the college who will serve as her academic advisor for the duration of the leave.

Except under very special circumstances, strict limitations apply as to the amount of academic credit that may be earned during a leave of absence: six hours during a one-semester leave and ten hours during a one-year leave. If academic credit is attempted, a student must submit an official transcript to the College prior to her return. If a student is not in good standing at another institution, it will be necessary for her to apply for readmission before she can return to Agnes Scott College.

Exceptions to the above policies may be made by the dean of the college.

A student whose leave of absence is approved must pay a non-refundable \$250 continuation fee for the leave period. (Return to College students pay a \$100 continuation fee.) When she returns to Agnes Scott College, the fee will be applied toward her expenses.

Withdrawing From the College

A student who wishes to withdraw from the College must obtain a withdrawal card from the dean or assistant dean of the college, or the dean of students.

Withdrawal is not official until a withdrawal card has been signed by one of the deans. Withdrawal cards will not be signed while academic or disciplinary actions involving the student are in process. A student may not withdraw after the last day of classes.

Grades for students whose withdrawal cards are signed will be determined on the basis described in sections "Grades" and "Completion of Semester Courses" in this catalog.

For the financial aspects of withdrawal from the College, see TUITION AND FEES, p. 57.

Readmission

Students who have withdrawn or been dismissed from Agnes Scott and wish to return must submit an application form with the \$35 nonrefundable application fee. The application is available from the Admission Office. Students must also send transcripts of college work taken since leaving Agnes Scott, and the recommendation of a professor under whom she did this recent work.

Students who have not pursued additional study may complete a short application form, also available from the Admission Office, which is reviewed by the dean of the college and the dean of students. In such cases, the College reserves the right to require an official application for admission.

Special Curricular Opportunities

On Campus Opportunities

Agnes Scott Summer Programs

Agnes Scott offers periodic summer study programs. Descriptions of these programs are included among departmental offerings.

Acceleration

A student may complete the requirements for the degree in fewer than eight semesters. She may accelerate her progress by:

- ✓ entering with credit from Advanced Placement examinations of the College Entrance Examination Board, Higher Level examinations of the International Baccalaureate, or joint-enrollment programs;
- ✓ carrying an increased course load; or by
- ✓ attending summer sessions at other institutions.

A student planning to accelerate should consult the chair of her major department. Permission to accelerate must be obtained from the dean or assistant dean of the college.

Cross-Registration

Cross-registration at member institutions of The University Center in Georgia allows students to take courses not avail-

able at Agnes Scott. Students from member institutions may also take courses at Agnes Scott.

Grades for courses taken through cross-registration are not factored into a student's quality-point ratio, but grades of A, B, C, or D are accepted for credit hours. Only one Specific or Distributional Standard may be fulfilled by courses taken under cross-registration. (See "Transfer Credit.") Courses taken to satisfy Depth Standards must be approved by the chair of the major department.

Cross-registration courses may satisfy requirements for a minor if approved by the chair of the minor department. All courses must be approved by the assistant dean of the college.

Students enrolled in cross-registration courses are subject to the regulations of the institution where the course is taken, including deadlines for application, registration, and withdrawing from a course. Students should apply for approval to the assistant dean of the college before the end of course selection for the semester in which they plan to enroll in cross-registration.

As part of Agnes Scott's efforts to involve women in community activities, Nancy Zehl of Savannah, Ga., and Marie Christine Lager of Paris, France (right) help in construction of a Habitat for Humanity house in Starkville, Miss. The variety of experiences offered ASC students is extensive, from social projects to study overseas to joint degrees.



Year Five Program

Scott Free Year Five is a unique program offered by Agnes Scott College, designed to assist students in making the transition from college to the world of work. Agnes Scott graduates are eligible to attend Agnes Scott tuition-free the year following their graduation. Students take classes on a "space available" basis and may take from one course up to a full course load. Credit for all courses taken is recorded on the student's Agnes Scott College transcript. The Year Five student can request to live on campus. The assistant dean of the college is the academic advisor for all Year Five students.

Any student interested in information concerning Year Five or in submitting an application for the Year Five Program should contact the assistant dean of the college.

Independent Study (490)

Independent study gives superior students the opportunity to explore some field of intellectual or artistic interest and to produce a related piece of work.

Every student with junior standing and a cumulative quality-point ratio of B (3.0) or better is eligible to apply for an independent study. Her application must be approved by the appropriate department. The project may begin as early as the spring semester of the student's junior year.

Interested students should consult the assistant dean of the college for written guidelines and then apply in writing to the appropriate department chair. The completed application for an independent study must be submitted for approval to the assistant dean of the college.

Students wishing to begin independent study during the fall semester of their senior year must apply two weeks before Course Selection Week in the spring semester of their junior year.

Those wishing to begin their study in the spring semester of their junior year, or who wish to undertake a one-semester study in the spring semester of their senior year, must apply no later than two weeks before the fall semester deadline for course changes.

Internships (450)

The College recognizes that learning through internships can be a valuable adjunct to classroom learning and endeavors to make possible worthwhile experiences for students whose academic programs would benefit from such opportunities.

Internships worthy of academic credit are those that bear a close relationship to the student's principal academic interests. Internships for which academic credit is inappropriate are those that have little relationship to the College curriculum. These may provide secondary benefits, such as personal development, professional experience, service to the community, or acquisition of purely practical information. The College facilitates participation in these internships through the Office of Career Planning and Placement.

A student interested in an internship for credit should obtain written guidelines and an application from the Registrar's Office. She should then consult with the chair of her major department. The completed application should be submitted for review to the assistant dean of the college. The deadline for applications is two weeks before the last class day of the semester prior to the internship.

Tuition for credit internships during the academic session is included in the

regular fees. When the College is not in session, the charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member is \$300 per semester hour.

SHARP!Women

SHARP!Women (Science Honors Associates Research Program for Women) is a summer research program involving Agnes Scott faculty and undergraduates. For part of the program, high school teams (one high school teacher and two high school students) join the Agnes Scott faculty and students doing research projects. Information for SHARP!Women is available from the science departments and from the assistant dean of the college.

Special Study (410)

Special study courses (numbered 410) are offered by all academic departments and are open to senior majors (and qualified juniors) to pursue work in areas outside a department's listed courses. Non-majors who demonstrate sufficient preparation in the discipline may also take 410 courses.

Applications to take special study are available in the Registrar's Office and must be returned to the assistant dean of the college for approval no later than two weeks before the last class day of the semester before the desired 410 course. A 410 course carries from 2 to 4 semester-hours credit. Ordinarily, a student will take no more than two semester courses of special study.

The application should include the name of the instructor who will offer the 410, the course title and a description of the topic to be studied, a statement of the student's preparation for such study, and the basis for the grade.

The instructor must endorse the application and so must the chair of the department offering the 410.

If a student requests a 410 in her junior year, the application should also state the appropriateness of the 410 to the student's major program.

If a student wishes to take a 410 outside her major department, her application must describe her preparation in the department offering the 410, as well as the information described above.

Student-Designed Majors

A student may design her own major to combine disciplines differently from the listed interdisciplinary majors. She should consult first the assistant dean of the college, who will assign her an advisor and oversee the development of her proposal.

Proposals for student-designed majors usually are submitted to the assistant dean of the college during the spring semester of a student's sophomore year.

Teaching

Agnes Scott has state-approved programs for Early Childhood (K-4), Middle Grades (4-8), several secondary fields, music (K-12), and foreign languages (K-12). A student who completes any of these programs satisfactorily is eligible for initial Georgia certification, generally accepted throughout the United States.

A student in the professional teacher education program observes and works in a variety of school settings. Students at all levels tutor in local schools.

Students interested in teaching should consult the director of teacher education program during their first year and no later than the spring semester of the sophomore year.

Off-Campus Opportunities

Dual-Degree Programs with Georgia Institute of Technology

A student may combine three years of liberal arts studies at Agnes Scott with two years of specialized work at Georgia Institute of Technology in a variety of engineering fields, information and computer science, industrial management, management science, or biotechnology.

Upon completion of this five-year liberal arts/professional program, the student will receive the bachelor of arts degree from Agnes Scott and a bachelor of science degree from Georgia Institute of Technology. With advanced planning, outstanding students will be able to complete a master's degree at Georgia Institute of Technology with a minimum of additional time.

Students interested in the 3 + 2 programs should consult the Agnes Scott College dual-degree coordinator as early as possible, preferably during their first year. The student must select a major and plan a program which will satisfy all Specific and Distributional Standards for the Agnes Scott degree by the end of the junior year; and, if the student should elect to remain at Agnes Scott for the senior year, all requirements for an Agnes Scott departmental major.

Admission to the program at Georgia Institute of Technology is based on completion of the above requirements and on the recommendation of the dual-degree coordinator at Agnes Scott.

Dual-Degree Program in Art and Architecture with Washington University

A student may combine three years of liberal arts studies at Agnes Scott with four years of specialized work in architecture at Washington University (St. Louis) for a combined undergraduate/graduate program.

Upon completion of the three years at Agnes Scott and the first year of architecture, the student receives the bachelor of arts degree from Agnes Scott. She then continues in the graduate program in architecture at Washington University for three years to receive a master's degree in architecture.

By taking advantage of this cooperative program, the student can complete both degrees in seven years.

Students interested in this program should consult the chair of the Department of Art as early as possible, preferably in the first year.

Admission to the program at Washington University is based on completion of certain requirements and on the recommendation of the dual-degree coordinator for the program.

Exchange Program With Mills College

Agnes Scott College and Mills College, in the San Francisco Bay area (Oakland, California), have an exchange agreement enabling students enrolled at each college to spend a semester or year at the other college.

Participants remain enrolled in their home college and pay all fees to their home college. A student who participates in the exchange may not transfer to the other college upon completion of the

exchange. Permission to participate in this program is given by the dean of the college. Classes taken with pass/fail or satisfactory/unsatisfactory grades will not transfer.

Students interested in attending Mills College for a semester or a year should consult the assistant dean of the college and the director of financial aid.

French and German Exchange Programs

Agnes Scott has special exchange agreements with the Université Catholique de L'Ouest in Angers, France, and with the Johannes Gutenberg Universität Mainz in Gernersheim, Germany. Students can spend a semester or a year at either university while remaining enrolled as an Agnes Scott student. Participants pay tuition and fees to Agnes Scott, but are responsible for their travel, room and board. Grades earned through the exchange are recorded on the permanent record but are not computed into the Agnes Scott grade point average. Information on language prerequisites for these programs can be obtained from the French and German departments.

A student interested in one of these exchange programs should obtain a copy of "Guidelines for Study Abroad" from the assistant dean of the college at least nine months prior to her participation. The assistant dean of the college approves each student's participation in these programs.

Participation Through Other Institutions

Students may choose to participate in a program sponsored by another American college or university or by enrolling directly in a foreign institution.

Grades earned in courses are recorded

on the permanent record but are not computed into the Agnes Scott grade point average. All fees are paid to the host institution.

A student interested in participating in a program through another institution should obtain a copy of "Guidelines for Study Abroad" from and consult with the assistant dean of the college at least nine months before her participation.

Public Leadership Education Network (PLEN)

Agnes Scott College is a member of PLEN, a consortium of women's colleges designed to prepare women for public leadership roles. Students have opportunities to study the process of public policy with women leaders in Washington, D.C. and abroad. Programs range from two-day mentor sessions to seminars of several days' length to the PLEN Public Policy Semester.

Students interested in participating in the PLEN program may contact the dean of students or the assistant dean of the college.

Students interested in receiving academic credit for participation in the PLEN program must contact the assistant dean of the college.

ROTC

Agnes Scott students may participate in the Air Force or Navy Reserve Officers Training Corps at Georgia Institute of Technology. A student who completes one of these programs qualifies as a commissioned officer and will be ordered to active duty in the United States Air Force, the United States Navy, or the United States Marine Corps. Courses in ROTC

programs are taken under the cross-registration program of The University Center in Georgia. Interested students should consult the assistant dean of the college.

The Renaissance Scholars Program Of The University Center in Georgia

The Renaissance Scholars Program is for superior undergraduate students who have a traditional major and wish to incorporate a substantial amount of work in another discipline distinct from their major. They will spend at least one semester in residence at another University Center Campus under the guidance of a Host Campus Tutor. Students are admitted in the sophomore year to the program

by the recommendation of the College and approval by the Renaissance Scholars Program Steering Committee and the Advisory Board.

Students interested in this program should contact the assistant dean of the college during her first year.

Study Abroad

In a world that is increasingly interdependent, "global awareness" is no longer a luxury—it should be a fundamental component of any liberal arts education. Through Agnes Scott's Global Awareness Program, students develop a better understanding of their own cultural values as well as an appreciation for the physical and cultural diversity of our world.

The Global Awareness Program has as its foremost goal enabling virtually every Agnes Scott student to live and study in

Numerous ASC programs offer students a chance to experience their careers before graduation. In her externship, Ashley Barnes worked with special children in a psycho-education center.



another culture as part of her college education, regardless of her academic interests or financial circumstances. Agnes Scott provides opportunities for short-term study abroad experiences through its Global Awareness Program (see Global Awareness, page 91).

Students may also participate in more extensive study abroad experiences. These include participation in the French or German exchange program, or by enrolling in a program offered by another institution for a summer, a semester or a full year.

The assistant dean of the college advises Agnes Scott students on study abroad opportunities. Students who are considering any of the study abroad opportunities should consult the assistant dean of the college for details on how to apply.

The University Center in Georgia

The member institutions are:

Agnes Scott College
Atlanta College of Art
Clark Atlanta University
Institute of Paper Science and
Technology
Interdenominational Theological
Center
Morehouse College
Morehouse School of Medicine
Morris Brown College
Spelman College
Columbia Theological Seminary
Emory University
Georgia Institute of Technology
Georgia State University
Kennesaw State College
Mercer University Atlanta
Oglethorpe University
Southern College of Technology
University of Georgia

Washington Semester

Agnes Scott is a member of the Washington Semester Program.

Students spend either the fall or spring semester at American University in Washington, D.C. There are five offerings in the program: American government, foreign policy, economic policy, justice, and journalism. Each of these programs consists of a seminar, an internship, and a research project. Students may attend during either their junior or senior year.

Deadlines for fall and spring semester attendance are early April and early November. Requests must be approved by the dean of the college.

A student who participates in the Washington Semester program at American University pays American University tuition to Agnes Scott College during her semester in the program. (Conversely, when in residence at Agnes Scott College, a student pays the Agnes Scott College tuition and fees.) She is responsible for her own room and board while in Washington. Limited scholarship money is available from American University; students are urged to apply early for consideration. Interested students may obtain information and applications from the assistant dean of the college.



Preparation for Graduate Study

Graduate Degrees In Arts and Sciences

A student interested in graduate study in arts or sciences should consult first with the chair of her major department.

Information on the Graduate Record Examination (GRE) may be obtained in the Resource Center in Buttrick Hall.

Medicine

The College encourages students interested in a career in medicine, dentistry, or veterinary medicine to pursue the major of their choice. Medical schools are very

much interested in liberal arts graduates who know more about life than just the chemistry and biology that go into it.

Agnes Scott students have gone to medical school having majored in classics, art, and other subjects.

The Natural Sciences and Health Professions Coordinating Group, advisory to the assistant dean of the college, counsels students on academic programs, preparation for professional school, and ways to enhance acceptability into pre-health programs. The group writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with faculty and deans of medical colleges as well as medical students who are Agnes Scott alumnae.

The most critical step toward admission, other than grades (quality-point ratio and grades in required science courses), is the Medical College Admission Test

Microbiology professor Sandra Bowden (left) and student Robin Snuttjer look over slides in class. ASC programs offer students a solid foundation for post-graduate studies.

Master of Arts in Teaching Secondary English (MAT)

Agnes Scott recently began its first graduate program, the Master of Arts in Teaching Secondary English. The program, which combines instruction in English and Education, is for individuals who would like to be certified as teachers of English on the secondary level.

Special features of the MAT include an emphasis on gender equity, a writing workshop which focuses on improving and teaching writing, and two semesters of supervised internship.

Students interested in the MAT program should contact the associate dean of the college.

(MCAT) or its equivalent (DCAT for dentistry, VCAT for veterinary medicine). This test should be taken during the spring of the junior year (except for the VCAT) and may be repeated during the fall of senior year to improve performance.

Most medical, dental, and veterinary colleges require a full-year course with laboratory in biology, physics, inorganic (general) chemistry, and organic chemistry. Some schools require slightly less, some more (e.g., calculus). These courses should be in progress or completed by the spring of the junior year. It is nearly impossible to do well on the MCAT if a student has not taken these courses. Other courses may assist a student's performance on the test but are not required for admission. Information about these will be provided during the first year.

A student can make many different course choices. If she is not majoring in chemistry or physics, she will most likely defer physics until the junior year. (The physics course at Agnes Scott has calculus as a prerequisite.) A student who majors in chemistry or biology should take introductory courses in that department during the first year.

One possible program is:

First year: Biology 100,105

Sophomore year: Chemistry 101, 101L, 102, 102L

Junior year: Chemistry 201, 202, 202L; Physics 110, 111

Another possible program is:

First year: Chemistry 101, 101L, 102, 102L

Sophomore year: Chemistry 201, 202, 202L; Biology 100, 105

Junior year: Physics 110, 111

Those possibilities apply to any major. Some students may take biology and chemistry during the first year if they have good backgrounds in both.

Students are responsible for knowing the admission requirements of the professional schools to which they apply. This information is in Medical School Admission Requirements, on reserve in the Resource Center in Buttrick Hall. A student who plans to attend a state-supported medical college should apply to one in her home state; out-of-state applicants usually are not accepted. Privately supported institutions typically accept many out-of-state students. States with no dental or veterinary colleges have agreements with other states that have such facilities.

Students interested in medical careers should register with the assistant dean of the college when they enter the College.

Law

American law schools require no specific courses or major, but students interested in the legal profession must develop strong analytical and communication skills.

Students should take maximum advantage of the richness and variety of a liberal arts curriculum. Those interested in law school should take the Law School Admissions Test (LSAT) in June of their junior year.

Tuition and Fees, 1993-1995

Student fees at Agnes Scott meet less than half of the annual operating costs. The difference between student payments and College operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 1993-94 academic year are:

Tuition	\$12,000.00
Room and board fee	5,000.00
Student activity fee	115.00
College events fee	20.00
TOTAL	\$17,135.00

Payment due dates for Tuition and Fees are indicated below.

Resident Students

August 2	\$100
Room Deposit	
May 3	\$150
August 2	8,500
January 6	8,485
	\$17,135

Non-Resident Students

May 3	\$150
August 2	6,000
January 6	5,985
	\$12,135

Students will be billed by monthly statement. A student's account will be credited \$50 for each semester that the account is paid in full by the due date.

A student's financial aid package will be considered when determining the amounts due each semester.

All resident students pay a refundable \$100 room occupancy deposit each year. This deposit is due when tuition, fees, and room and board charges are paid. The deposit is refundable at the end of the academic year provided no room damage has occurred and no other monies are due to the College. Students who change boarding status during the semester will be charged or credited on a prorata basis for the remainder of the semester.

All new students pay a nonrefundable \$35 application fee and a \$150 enrollment fee by May 3. This enrollment fee is non-refundable after May 3. New students who receive financial assistance from the College are expected to pay the full amount of the deposit by May 3, unless otherwise instructed by the director of financial aid.

Returning full-time students pay a nonrefundable \$150 deposit by April 15. This deposit entitles the student to re-register and to select a residence hall room for the next year. A nonrefundable \$150 continuation fee is required of students who are on an approved leave of absence.

Unclassified and Return to College

students who take less than a full academic load (12 semester hours) pay tuition on a semester basis at a rate of \$550 for the first hour and \$500 for each additional hour up to five hours; \$3,550 for six to eight hours; and \$5,050 for nine to 11 hours. Any additional monies due to the College as a result of course changes during the ten day drop/add period, are due at the time of the change. The \$115 student activity fee and the \$20 college events fee are not included in these charges. The student activity fee is due at the beginning of the first semester of an academic session in which the student is enrolled for at least 6 semester hours. The college events fee is due at the beginning of the first semester of an academic session in which a student is enrolled, regardless of the number of credit hours taken.

Special Fees

Graduation Fee

A nonrefundable graduation fee of \$150 to cover rental of cap, gown, and hood, and the purchase of the diploma is required of all students who expect to graduate. This payment is due by August 1, prior to graduation.

Terms

A student may not register or attend classes until accounts have been satisfactorily paid in the Accounting Office. All financial obligations to the College must be met before a student can receive a diploma, a transcript of record, or official grades.

Withdrawal

Students who withdraw from the College prior to the first class day will

receive a full refund of any payment made towards tuition, room and board, and student fees. No refunds will be made of the \$150 enrollment/registration deposit.

Except as noted*, students who withdraw during the first 21 calendar days of the semester beginning with the first day of classes, receive a refund of 25 percent of the tuition and room and board charges for that semester. The date of withdrawal is the date the Registrar receives the official withdrawal card. Students who cease to attend after the twenty-first day of the semester are not entitled to any refund. Refunds will not be issued to students personally if the student has any outstanding financial obligations with the college.

Monthly Statements Of Account

Each student will receive a monthly statement of account from the College if a balance is due. Statements include but are not limited to, tuition, room and board charges, health center charges, parking fines and library fines. Statements are due and payable upon receipt, unless otherwise stated for tuition, room and board fees.

Delinquent Accounts

It is the College's stated policy to turn over past due accounts to an outside collection agency and to use the full extent of

* For first-time attendees of Agnes Scott College who receive assistance under Title IV student aid program, the College will refund a pro-rata amount for the portion of the enrollment period for which the student has been charged that remains as of the last day of attendance by the student, up to the 60 percent point in the enrollment period.

Refunds will be credited to the programs from which they were derived. Students receiving financial aid in the form of Title IV federal aid and/or Agnes Scott aid or loans, may not receive the refund personally.

the law to collect delinquent accounts.

Health Insurance

There is no charge to resident students for routine treatment in the Student Health Center. International students must carry a Student Accident and Sickness Insurance Plan to help meet additional medical expenses for the academic year. They must have this coverage before they may enroll.

Telephone System

The College provides each room with a telephone connection. The Agnes Scott telecommunications department assigns a long distance access code to each student. Telephone charges are separate from the student account and are billed and due monthly. Payment can be made by check to Agnes Scott College at the accounting office located in Buttrick Hall. An outstanding balance on the telephone account is considered an outstanding financial obligation to Agnes Scott College, and could result in the loss of the long distance access code.

Courses of Study

Guide to Symbols

f = fall semester, s = spring semester, S = summer, L = laboratory course, T = topics course. Parentheses following the course number indicate that the course is cross-listed as an offering of another department.

Art

Professor:

Terry McGehee

Associate Professor:

Donna Sadler

Assistant Professor:

Anne Beidler

The Department of Art consists of a faculty of practicing artists and art historians who believe in the primacy of the visual arts in liberal education. The inherent value of art and the manner in which it can enrich and enliven the individual's experience lie at the core of the art program.

The art major is a balanced program of study in theory, practice, and history. The art major, with its strong foundation in two-dimensional and three-dimensional art and solid grounding in the chronological periods of art history, offers a meaningful experience in the visual arts in preparation for a productive professional or academic career. Students may go into graduate programs in studio art, art history, art therapy, museum work, art restoration, or arts administration. In addition to the art major, students may avail themselves of interdisciplinary majors in Art-Psychology, Art History-History, Art History-English Literature, and Art History-Bible and Religion. Students may also minor in either Art History or Studio Art. A dual degree program in Art and Architecture is offered with Washington University in St. Louis.

The Dana Fine Arts building, designed by the architect John Portman, incorporates studio spaces, lecture halls, an auditorium, and the Dalton Gallery. The latter is a large,

multiroom exhibition space that has hosted shows of both historical and contemporary art works. The gallery program incorporates at least one student exhibition a year, which offers the studio classes an excellent opportunity to showcase their works. Not only does the Dalton Gallery exhibit local artists and thematic shows, but students also have access to the rich cultural offerings in Atlanta; visits to galleries, museums, and artist studios complement the art major's course of study.

■ *Requirements for the Major*

Courses required in Art History and Theory: 102, 103, 480

Two additional courses in Art History and Theory

Courses required in Studio Art:

Foundation Studies: 161, 162, 240, 270

One of the following: 241, 242

Minimum of 9 semester hours in other 200, 300, 400 level Studio Art courses

Courses recommended for the major:

Philosophy 232

A minimum of 39 hours in Art is required for the major.

■ *Requirements for the Minor*

Art History

102, 103, 480; four additional courses in art history at the 200 and/or 300 level. The program must have the approval of the chair of the department.

Suggested courses beyond the minimum requirement: 161; Philosophy 232

Studio Art

161, 162, 480; four additional courses in studio art. The program must have the approval of the chair of the department.

Suggested courses beyond the minimum

requirement: 102, 103, 207, 208;
Philosophy 232

Art History and Theory

The Distributional Standard in fine arts will be satisfied by any course in art history and theory.

102f. HISTORY OF ART I (3)

Development of ethnographic and western art from their beginnings in prehistory to the close of the middle ages. Special emphasis is placed upon the varied functions of art and its role as an index of cultural values.

103s. HISTORY OF ART II (3)

Delineation of major artistic periods from the Renaissance through the Modern periods. Emphasis shifts from the concept of the individual masterpiece in the fifteenth century to the artist as courtier in the seventeenth century to the various art movements in the twentieth century.

200T. VISUAL TRADITIONS: ART, CULTURE, AND CREATIVITY (TOPIC TO BE ANNOUNCED) (3)

Exploration of what constitutes a lasting work of art, and how the criteria vary in evaluating various artistic traditions. Different methodologies and perspectives applied to a changing corpus of works; the latter may have as its focus different geographical, chronological or indigenous visual traditions.

May be repeated for credit if subject matter changes

201f. (CLASSICS 242) GREEK AND ROMAN ART (3)

Survey of the architecture, sculpture, painting, and minor arts from the Bronze Age in Greece (c. 3000 B.C.E.) through the flourishing of the Roman Empire until c. 313 C.E.

202s. (BIBLE 202) MEDIEVAL ART (3)

Survey of the major monuments of architecture, painting, sculpture and manuscripts from the fourth century to the fourteenth century. Focus on the accomplishments of the artists and their patrons from the ninth through the thirteenth century,

the economic, social, and political factors that affected the Medieval artistic vision are examined.

Offered in 1993-94 and alternate years

203f. RENAISSANCE ART (3)

Concentration on the apogee of painting, sculpture, and architecture in Italy. Between c. 1300-1550, artists trace a visual arc between the rediscovery of nature by Giotto to the creation of works synonymous with "high culture"—such as the Mona Lisa and the Sistine Ceiling. Addresses issues of style and iconography, as well as the effect of patronage and gender on the visual arts.

207f. NINETEENTH-CENTURY ART (3)

Exploration of the architecture, sculpture, and painting from the mid-1760s to the mid-1880s. Primary emphasis on the trends of Classicism, Realism, Impressionism and Post Impressionism.

208s. TWENTIETH-CENTURY ART (3)

Art and architecture created between 1886 and the present. Primary emphasis placed on the pursuit of the avant-garde and the rejection of traditional artistic values. What constitutes a modern or post-modern work of art? How do we characterize the arts of the late twentieth century?

311s. (WOMEN'S STUDIES 311) THE RISE OF THE WOMAN ARTIST (3)

Examination of the changing role of women in the production and possession of art. The perspectives of gender and difference used to define the shifting images of women both as subjects and as creators. The artistic patronage of women is examined as a force for social and artistic change.

312s. THE AGE OF THE CATHEDRALS (3)

Intensive study of the cathedrals and monasteries of the twelfth and thirteenth centuries. Emphasis placed on the theory and construction practices of the Medieval masons, the iconography of architecture, and the meaning of the stained glass and sculpture programs that embellish the

churches of France, England, Spain, and Italy.

Offered 1994-95 and alternate years

410f,s. SPECIAL STUDY IN ART HISTORY AND CRITICISM (2-4)

Special problems adjusted to the needs and interests of the individual student. An introduction to scholarly research.

Open to art majors only

480s. ISSUES IN ART SENIOR SEMINAR (3)

Political, social, and aesthetic perspectives related to current developments in the visual arts. Readings, presentations, and visits to galleries, museums, and artists' studios provide a context for discussion.

Open to art majors, interdisciplinary majors in Art-Psychology, Art History-Bible and Religion, Art History-English Literature, Art History-History, minors in Art History or Studio Art, and others with the permission of the department chair

483f,s. (PSYCHOLOGY 483) INTERDISCIPLINARY SEMINAR IN ART AND PSYCHOLOGY (1)

Special project to be designed by the student in consultation with the student's advisors in the departments of art and psychology.

Must have the approval of both department chairs

490f,s. INDEPENDENT STUDY (4-8)

Independent research in art history and theory or in studio art under the supervision of a member of the department. Refer to Independent Study, p. 48.

Open to senior art majors, senior interdisciplinary majors in Art-Psychology, Art History-Bible and Religion, Art History-English Literature, Art History-History, and minors in Art History or Studio Art.

Studio Art

The Distributional Standard in Fine Arts may be satisfied in studio art by taking 161. If a student requests a portfolio review and subsequently receives a positive recommendation by the studio faculty, the Distributional Standard

may be satisfied by taking 162, 240, or 270. (In the case of portfolio review, the work must indicate an accomplished portfolio that clearly shows the student is beyond the level of 161.) Refer to page 13 for AP credit.

All studio courses meet 6 hours per week for 3 semester hours credit unless otherwise indicated. Students are expected to provide most of their supplies.

161. ART STRUCTURE I (3)

Introductory drawing course to develop visual skills as well as individual expression. Experiments in a variety of drawing media with subject matter that includes still-life, life drawing, and contemporary methods in drawing.

162s. ART STRUCTURE II (3)

Study of the design elements of form, line, color, and texture in relation to problems in composition, color theory, subject matter, and space. Experiments in imagery and media that may include xerographic, photographic, and computer aided design assemblages.

240. DRAWING AND COMPOSITION (3)

Problems in representation with a focus on life drawing and the human body. Experimentation with drawing media and various styles of drawing. Emphasis on personal expression and thematic discovery.

Prerequisite: 161 or permission from department chair

241f,s. PAINTING I (3)

Introductory course in painting. Basic painting techniques and experiments in color theory combined with a discussion of conceptual approaches to painting.

Prerequisite: 161 and 162 or permission of department chair

242f,s. PRINTMAKING I (3)

Introduction to printmaking processes with a focus on image content. Printing processes may include monoprint, relief, intaglio, silkscreen, photographic processes in printmaking, or book arts.

Prerequisite: 161 and either 162 or 240 or permission of department chair

270. THREE-DIMENSIONAL

DESIGN

(3)

Series of spacial experiments in relief, collage, and construction. Media include but are not limited to clay, wire, wood, paper, and plaster.

Prerequisite: 161

Not open to students who have taken 273

274. SCULPTURE I

(3)

Introduction to selected sculptural processes including a focus in one or more of the following areas: ceramics, ceramic sculpture, basic carving (wood or stone), assemblage and construction, or basic casting.

Prerequisite: 270

May be repeated if subject matter varies

341f,s. PAINTING II

(3)

Advanced problems in painting related to issues of imagery, content, scale, and technical means.

Prerequisite: 241

342f,s. PRINTMAKING II

(3)

Problems in specific printing processes including monoprint, relief, intaglio, silk-screen, photographic processes in printmaking, or book arts. Focus on developing individual expression and image content.

Prerequisite: 242

May be repeated if subject matter varies

360. STUDIO IN MIXED MEDIA

(3)

Contemporary approaches to art-making which may include combining two and three-dimensional media with a focus on expanding the range of expression. Projects could include installations, performance pieces, collaborative works, or video. Emphasis centers on the development and visual presentation of ideas.

Prerequisite: 241 or 242 or 274

Open to students who have taken 273

370. SCULPTURE II

(3)

Advanced problems in specific sculptural processes. Emphasis on personal expression and thematic discovery.

Prerequisite: 274

460f,s. ADVANCED STUDIO

(3)

Special problems in drawing, painting, printmaking, photo processes, ceramics, sculpture or other two and three-dimen-

sional media.

Open to art majors only

May be repeated if subject matter varies or with permission of the department chair

Bible & Religion

Professor:

John J. Carey, Chair

Assistant Professor:

Tina Pippin

The academic study of religion offers students opportunity to explore some of the most creative expressions of the human spirit in its responses to "The Holy," "The Ultimate," or "God."

Courses are designed to cover the distinctive beliefs and practices, sacred literatures, and cultural expressions of the great religious traditions of the world. Special emphasis in the curriculum is placed on biblical literature, as well as upon contemporary expressions of religious thought.

■ Requirements for the Major

Courses required in the discipline:

A minimum 30-hour major, with at least 12 hours on the 300 or 400 level in the department, including 463

Six hours must be taken in each of the following: Area II (Biblical Studies), Area III (Religious Thought and Social Context), and Area IV (World Religions)

No more than three of the following cross-listed courses may be applied toward the minimum major in Bible and Religion: Art 202; History 307; Sociology 315; Political Science 342; Music 208, 209; Theatre: 311

A minimum of 30 hours in Bible and Religion is required for the major.

■ Requirements for the Minor

One course at the 100 level and 15 additional hours, including at least one upper-

division Bible course. One cross-listed course may be applied to the minor.

I. Introductory Studies

110f,s. APPROACHES TO BIBLICAL LITERATURE (3)

History, culture, literature, and theology of the Bible. Ways of reading the biblical texts explored with an emphasis on relating biblical studies to its broader context of the humanities.

Not open to students who have had 100 or 101

120f. THE RELIGIOUS QUEST (3)

Introduction to religion—its origins, place in human life, cultural expressions. Consideration of encounters with the “Holy,” sacred action, mysticism.

Not open to students who have had 130

130s. WORLD RELIGIONS (3)

Major religions of the world: Hinduism, Buddhism, Confucianism, Taoism, Islam, Shinto, Judaism, and Christianity, with an emphasis on their origins, development, sacred writings, and understanding of the world.

Not open to students who have had 120

II. Biblical Studies

100f. HEBREW SCRIPTURES (3)

Religious history and society of the people of Ancient Israel as contained in their sacred Scriptures.

Offered 1994-95 and alternate years

101f,s. NEW TESTAMENT (3)

Literature of the New Testament and its origins and development in the early Jesus movement and early Christianity.

303f. WORLD OF ANCIENT ISRAEL (3)

Culture and religion of Ancient Israel in the context of the Ancient Near East. An interdisciplinary dialogue employed including studies in archaeology, religious phenomenon, cultural anthropology, sociology, literary criticism, and ethics.

Prerequisite: 100 or 110

Offered 1993-94 and alternate years

304f. WORLD OF EARLY AND MEDIEVAL CHRISTIANITY (3)

Contribution of late Jewish, Hellenistic, and Roman civilizations to the cultural matrix in which Christianity was born.

Prerequisite: 101 or 110

Offered 1994-95 and alternate years

325s. TOPICS IN BIBLICAL STUDIES (3)

Consideration of a topic or problem of current interest in the field of Biblical Studies.

Prerequisite: One introductory course in Bible (100, 101, or 110)

Offered 1994-95 and alternate years

327s. LIFE AND LETTERS OF PAUL (3)

The apostle Paul and his writings. Special attention given to the social context of his letters and the major theological and ethical themes, along with studies of his literary style (rhetoric).

Offered 1993-94 and alternate years

335s. JESUS OF NAZARETH IN HISTORY AND FAITH (3)

The quest for the historical Jesus, with an analysis of sources and the form that this inquiry took in the nineteenth and twentieth centuries.

Prerequisite: 101 or 110

Offered 1993-94 and alternate years

III. Religious Thought and Social Context

202s. (ART 202) MEDIEVAL ART (3)

See Art 202 for description.

207f. RELIGION IN AMERICA (3)

Religious developments in America. The roles of specific groups, such as Protestants, Catholics, Jews, Blacks, women. Discussion of selected issues, such as church and state relations, social responsibility, ecumenism, revivalism, fundamentalism.

Offered 1993-94 and alternate years

224f. (WOMEN'S STUDIES 224) WOMEN AND RELIGION (3)

The role of women in shaping religious

history from the ancient to the modern period. Primary historical writings and theological statements, as well as contemporary expressions in ritual, fiction and non-fiction, film, art, music, dance, and poetry.

- 311. (ANTHROPOLOGY 311)
(THEATRE 311) CULTURAL
PERSPECTIVES IN THEATRE (3)**
See Theatre 311 for description.

- 315s. (SOCIOLOGY 315) SOCIOLOGY
OF RELIGION (4)**
See Sociology 315 for description.

- 331s. (WOMEN'S STUDIES 331)
FEMINIST ETHICS AND
SPIRITUALITY (3)**
Exploration into the ethical and theological bases of women's ways of knowing and the broader religious conversation of white feminists and women of color.

- 345s. (PHILOSOPHY 315)
PHILOSOPHY OF RELIGION (3)**
Examination from a Western philosophical perspective of such questions as the meaning of God, evil, suffering, religious experience, religious knowledge, and immortality.
Prerequisite: Any 100 level course in Bible and Religion or one course in Philosophy
Offered 1994-95 and alternate years

- 350f. (POLITICAL SCIENCE 342)
THE CHURCH IN LATIN
AMERICA (3)**
See Political Science 342 for description.

- 355s. PROTESTANT FAITH AND
PRACTICE (3)**
Origins of Protestantism in the Reformation and in subsequent reform movements. Leading thinkers considered are Luther, Calvin, Wesley, Kierkegaard, Schleiermacher, and Harnack. Attention given to the leadership of women in the various streams of Protestantism.
Offered 1994-95 and alternate years

- 360s. CONTEMPORARY
THEOLOGY (3)**
Leading thinkers and issues of the 20th century. The impact of World War I,

World War II, Vatican II, and liberation movements on religious thought is assessed.
Prerequisite: One course in Bible and Religion
Offered 1993-94 and alternate years

- 365f. CHRISTIAN ETHICS (3)**
The nature, methods, and basic issues of Christian ethics, considering both matters of personal conduct and social concern. Special attention is given to feminist critiques of traditional Western approaches to ethics.
Prerequisite: 110, 120, 130, or permission of the instructor
Offered 1994-95 and alternate years

- 370s. (HISTORY 307) THE
REFORMATION (3)**
See History 307 for description.

IV. World Religions

- 221s. JEWISH FAITH AND
PRACTICE (3)**
Basic beliefs and practices of Judaism, from the Exodus from Egypt to the present. Special attention given to Jewish Feast Days, institutions, life cycle practices, and major branches of the religion.

- 330f. TOPICS IN WORLD
RELIGIONS (3)**
Seminar focusing on a special problem within one of the world's religions. Topics rotate between the religions of the Middle East (Islam, Hinduism, and Judaism) and the religions of the Far East (Buddhism, Confucianism, Taoism, Shinto).
Prerequisite: 130 or permission of the instructor
May be taken more than once

V. Special Studies in Religion

- 208f. (MUSIC 208) HISTORY OF
SACRED MUSIC (3)**
See Music 208 for description.
- 209f. (MUSIC 209) HYMNOLOGY (3)**
See Music 209 for description.

410f,s. SPECIAL STUDY (2-4)

Directed reading course supervised by a member of the department.

Prerequisite: Permission of the instructor

463f. JUNIOR-SENIOR SEMINAR IN RELIGION (3)

Examination of a variety of topics of current interest in the study of religion.

The seminar attempts to yoke the theory and practice of religion.

Topic for 1993-94: Inside Outsiders, Outside Insiders

Required for majors.

May be taken more than once.

490f,s. INDEPENDENT STUDY

Independent research arranged under supervision of a member of the department.

Results are presented in written form. Refer to Independent Study, p. 48.

Biology

Professor:

Sandra T. Bowden

Associate Professors:

John F. Pilger, *Chair*

Harry Wistrand

Assistant Professors:

Karen J. Thompson

Patricia McGuire White, *Assistant Dean of the College*

Instructor:

Frances G. Kennedy

The Agnes Scott biology program provides students with an integrated view of the natural world from molecules to ecosystems. It is designed to give the students a sound background in the major disciplines of biology and to teach her to use the skills of scientific inquiry and communication. Major programs include the study of the functional organization of cells and tissues; lower and higher plants and animals; microbial organisms; patterns and mechanisms of heredity and evolution; the physiology, biochemistry, and molecular biology of cells and organisms; development; behavior; taxonomy; and ecology. Students who plan to major or minor in

biology should consult with a member of the department early in their college careers to insure normal progression. A student interested in both biology and psychology is invited to consider a biology-psychology interdisciplinary major. Dual-degree programs with Georgia Institute of Technology are available in biotechnology and other areas of engineering. Students should consult with departmental faculty for summer study and research opportunities.

■ **Requirements for the Major**

Courses required in the discipline:

100, 102, 105 and 206 should be taken before the end of the sophomore year
300, 306 or 312; 310 and 480

Courses required outside of the discipline:

Chemistry 101, 101L, 102, 102L, 201
One course in mathematics excluding 101, 104, 115, 150

Courses recommended for the major:

Chemistry 202, 202L, 300

Physics 110, 111

Mathematics 115, 118, 119, 150

French or German

The biology major requires a minimum of 30 semester hours of biology credit.

■ **Requirements for the Minor**

100, 102, 105 and two additional courses in the discipline for which prerequisites have been met.

The biology minor requires a minimum of 19 semester hours.

100f,s. INTRODUCTION TO BIOLOGY (4)

Major concepts of modern biology; structure and function of biological molecules, cell structure and functions, energy transactions in living systems, control systems, inheritance in eukaryotes and in prokaryotes, development of organisms, evolution, ecology, the scientific method, procedures of scientific investigation.

3 LEC, 1 LAB

Biology 100 is prerequisite to all other courses in biology.

102f. BOTANY (4)

Functional morphology of vascular plants,

growth regulation, ecology, and evolution.
A survey of major divisions of plants
and fungi.

3 LEC, 1 LAB

Prerequisite: 100

105s. ZOOLOGY (4)

Morphology and physiology of animals
with a brief survey of the major animal
phyla.

3 LEC, 1 LAB

Prerequisite: 100

200s. ANIMAL BEHAVIOR (4)

Development, ecology, and causation of
animal behavior. Emphasis on comparative
analysis of mechanisms underlying the pro-
duction of species-specific behavior.

3 LEC, 1 LAB

Prerequisite: 105

Offered 1993-94 and alternate years

201s. ECOLOGY AND FIELD BIOLOGY (4)

Interrelationship between organisms and
their environments at the population,
community, and ecosystem levels. Labora-
tory includes field investigations of natural
systems and ecological research techniques.

Prerequisite: 102 and 105

Offered 1993-94 and alternate years

202s. PLANT TAXONOMY (3)

Principles of plant identification, classifica-
tion, and nomenclature, with special em-
phasis on vascular plants native to this
region. Laboratory includes observing
plants in their natural environments and
techniques for collecting, identifying, and
preserving specimens.

2 LEC, 1 LAB

Prerequisite: 102

Offered 1994-95 and alternate years

204s. VERTEBRATE BIOLOGY (4)

Gross anatomy of vertebrates, along with
microscopic structure of animal tissues.
Includes studies of selected animals and a
project using histological techniques.

3 LEC, 1 LAB

Prerequisite: 105

206s. CELL BIOLOGY (4)

Introduction to cellular and subcellular
structure and function.

3 LEC, 1 LAB

Prerequisite: 2 semesters of 100-level biol-
ogy courses; Chemistry 101, 101L

207s. INVERTEBRATE ZOOLOGY (4)

Comparative anatomy, functional mor-
phology, and systematics of major and mi-
nor invertebrate phyla to achieve an un-
derstanding of unity, diversity, and evolu-
tion in these animals. Laboratory includes
some fieldwork.

3 LEC, 1 LAB

Prerequisite: 105

Offered 1994-95 and alternate years

214S. DESERT BIOLOGY (4)

Adaptations of plants and animals to hot,
arid environments of the western United
States. A three-week field trip to the
desert; dates to be determined.

Limited to eight students

Prerequisite: 100 and permission of the
instructor

Offered summer 1993 and alternate years

215S. MARINE BIOLOGY (4)

Ecological approach to the study of marine
organisms as exemplified in temperate,
semi-tropical, and tropical environments.
A three-week field course; dates to be de-
termined.

Limited to eight students

Prerequisite: 105 and permission of the
instructor

Offered summer 1994 and alternate years

300f. GENETICS (4)

Structure, function, regulation, and trans-
mission of hereditary materials in viruses,
prokaryotes, and eukaryotes.

3 LEC, 1 LAB

Prerequisite: 206

301s. MICROBIOLOGY (4)

Biology of prokaryotic and eukaryotic mi-
croorganisms and viruses with emphasis on
bacteria and viruses. Morphology, physi-
ology, biochemistry, genetics, taxonomy, and
immunology.

3 LEC, 1 LAB

Prerequisite: 102, 206; Chemistry 102, 102L

302s. EVOLUTION AND POPULATION BIOLOGY (3)

Processes and patterns of adaptation and

formation of species with emphasis on genetic mechanisms. Introduction to population genetics and population ecology as they relate to evolutionary biology.

3 LEC

Prerequisite: 300 or two courses at the 200 level or above

305f. ANIMAL PHYSIOLOGY (4)

Comparative study of respiration, circulation, sensory and neural integration, locomotion, metabolism, and temperature and water regulation in animals. Balanced emphasis on lower vertebrates, invertebrates, and human systems. Selected topics studied in depth in the laboratory.

3 LEC, 1 LAB

Prerequisite: 105, 206

306f. DEVELOPMENTAL BIOLOGY (4)

Morphological patterns and the developmental mechanisms in the ontogeny of animals. Emphasis on classical vertebrate and invertebrate models.

3 LEC, 1 LAB

Prerequisite: 105, 206

310s. CELLULAR PHYSIOLOGY AND BIOCHEMISTRY (4)

Biochemistry, intermediary metabolism, photosynthesis, membranes and transport phenomena, macromolecular synthesis, metabolic regulation, and environmental influences.

3 LEC, 1 LAB

Prerequisite: 102, 105, 206; Chemistry 201

312f. ADVANCED PLANT BIOLOGY (4)

Major groups of plants and fungi with emphasis on plant development, physiology, and evolutionary relationships.

3 LEC, 1 LAB

Prerequisite: 102, 206

316s. MOLECULAR GENETICS (4)

Gene structure, function, and regulation at the molecular level in viruses, prokaryotes, and eukaryotes; introduction to genetic engineering and recombinant DNA techniques. Emphasis on recently published literature.

3 LEC, 1 LAB

Prerequisite: 300; Chemistry 201

317Ls. MOLECULAR GENETICS LABORATORY (1)

Molecular genetics and recombinant DNA techniques for students who have not had Biology 316.

Prerequisite: Chemistry 300 or permission of the department

Not open to students who have had 316

410f,s. SPECIAL STUDY (2-4)

Intensive study of an area of biology by a senior major under the supervision of a faculty member. Designed to support the individual's major interests. A paper or oral presentation required.

Prerequisite: permission of the department

480f. SENIOR SEMINAR (1)

Specialized subject areas of biology not normally in the curriculum. Topics are chosen by the biology faculty. Each student reviews current literature, prepares a written paper and orally presents a seminar on an aspect of the selected topic.

Open to senior biology majors only

481s. (PSYCHOLOGY 481) INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)

Open to students taking the interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

490f,s. INDEPENDENT STUDY (4-8)

Independent laboratory and/or field research with supervision by a member of the department. Thesis is required and a seminar presentation is recommended. Recommendation by the department is necessary. Departmental recommendation is based on the student's choice of a suitable research project, potential for biological research, course work background, and evidence of motivation for undertaking the laboratory and non-laboratory aspects of research. Refer to Independent Study, p. 48.

Business Preparatory Program

Advisor:

Professor Edmund J. Sheehy, *Chair,*
Department of Economics

With the rapid growth of and turnover in the information that is important to business, it is now commonplace to hear corporate leaders claim that the best training for business is a liberal arts education. Mindful that many of our students are preparing for a career in business, the College has selected from its curriculum a set of courses which stress the analytical and communications skills relied on in business and which provide a foundation in areas of study basic to business.

The program does not alter requirements for graduation nor constitute a major. The fact that a student has taken the program is indicated on her transcript. In order to complete the program students must take at least eight of the courses listed below:

Required Courses:

Economics: 104, 105 and 211

Mathematics: 101 or 117 or 118 (If students take 101, they may also count toward the program either 117 or 118, but not both)

At least one of the following: English 210; Psychology 316; Philosophy 103; Political Science 102; Theatre 117

Elective courses:

Economics: 212, 213, 217, 303, 309, 310, 338

Mathematics: 115, 119, 150, 328

Chemistry

Professor:

Linda C. Hodges

Associate Professors:

Thomas L. Maier

T. Leon Venable

Assistant Professor:

Vincent C. Anigbogu

The academic program of the Department of Chemistry, approved by the American Chemical Society (ACS), is designed to give students a thorough grounding in the principles and applications of modern chemistry, as well as extensive practical experience with research-quality instruments. The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines, and nonscience majors. Students may design individual major programs to prepare for a variety of career goals, such as advanced study in chemistry, biochemistry, medical sciences, molecular biology, materials science, chemical physics; technical and nontechnical areas of the chemical industry; scientific writing or editing; chemical education; and computer applications in chemistry.

After completing a chemistry major, the student should have the basic background required to be part of an industrial or academic scientific team devoted to research or applied chemistry. The required courses provide fundamental knowledge of:

- a) theories which describe matter and chemical reactions ranging from elemental to biological systems;
- b) techniques and instruments ordinarily used to investigate atoms, molecules, and chemical reactions;
- c) modern methods for acquiring, analyzing, and retrieving data.

Students considering a major in chemistry should consult a member of the department as soon as possible, even if their lower division advisors are not in chemistry. While there is considerable flexibility in course selection, particularly at the upper level, the sequence of courses and prerequisites requires careful planning of both lower level and upper level courses.

■ Requirements for the Major

Courses required in the discipline:

101-101L, 102-102L, or equivalent, preferably in first year year;
201, 202-202L, 301, 302, 312, 342, 343 in sequence

The non-ACS approved major requires an additional 9 hours beyond the core listed above. The major approved by the ACS requires an additional 13 hours beyond the core. In both cases these hours may be in advanced chemistry, biology, mathematics, and/or physics, as approved by the department.

For those students electing the ACS approved program in Chemistry with a Biochemistry emphasis, courses in addition to the 30-hour core must include: Chemistry 300, 300L, 400; 410 (Bio-inorganic) or 490; Biology 316 or 317.

Course selections at the advanced level should reflect the student's particular interests, abilities, and career goals.

All three of the major options described above also require courses in mathematics (8 hours) and physics (10 hours) in addition to the 30-hour core of chemistry courses.

Courses required outside of the discipline:

Mathematics 118, 119

Physics 110 and 111, to be completed prior to Chemistry 301

Physics 242, 243

Courses recommended for the major:

Additional mathematics, advanced biology or advanced physics

Reading knowledge of a modern language, preferably German

101f. FUNDAMENTAL CONCEPTS OF MATTER AND REACTIONS (3)

Introduction to structure of matter, ranging from atoms to biochemical macromolecules; and the basis of chemical reactions, including types of reactions common to inorganic, organic, and biochemical systems.

Corequisite: 101L

101Lf. BASIC LABORATORY METHODS (1)

Experimental methods in basic scientific measurement, elementary

synthesis, and analysis.

Corequisite: 101

102s. PERIODICITY AND CHEMICAL REACTIONS (3)

Chemistry of the elements and their compounds, with emphasis on periodic relationships. A more detailed examination of the quantitative aspects of chemical reactions than seen in Chemistry 101.

Prerequisite: 101

Corequisite: 102L

102Ls. BASIC LABORATORY METHODS II (1)

Experimental methods to analyze elementary inorganic reactions both quantitatively and qualitatively.

Corequisite: 102

200. TUTORIAL (1-3)

Individualized study designed primarily to accommodate transfer, advanced placement students, or students from nontraditional programs. Topics and credit are determined by a student's needs. Combination of lecture and laboratory hours varies with area of study.

201f. ORGANIC CHEMISTRY I (4)

Systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives, such as alkyl halides and alcohols. Stereochemistry, electronic effects, resonance theory, acid-base properties, and reaction mechanisms emphasized. The laboratory introduces students to fundamental experimental techniques of organic chemistry. Aspects of chromatography and spectroscopy are explored.

3 LEC, 1 LAB

Prerequisite: 101, 102, or the equivalent background as determined by results of the departmental placement/exemption examination and faculty-student conference

202s. ORGANIC CHEMISTRY II (3)

Continuation of Organic Chemistry I. The chemistry of carbonyl compounds and amines is examined in detail. The mechanisms of important organic reactions and the applications of these reactions to organic synthesis are studied.

Prerequisite: 201

**202Ls. ORGANIC CHEMISTRY II
LABORATORY (2)**

Qualitative organic analysis and multistep organic synthesis.

Corequisite: 202

**210f. BIO-INORGANIC
CHEMISTRY (3)**

Drug design/therapy and toxicity described through molecular structure and chemical activity; elements both essential and toxic to humans viewed in terms of overall chemical reactivity; nerve impulses regulated by alkali metals; transition metals as catalysts.

Prerequisite: Chemistry 102, 102L

300f. BIOCHEMISTRY I (3)

Fundamentals of biochemistry. Study of biomolecules, catabolic and biosynthetic pathways, and storage, transmission, and expression of genetic information.

Prerequisite: 202

**300Ls. BIOCHEMISTRY
LABORATORY I (1)**

Fundamental biochemical laboratory methods including the study of acid-base properties of amino acids and proteins, spectrophotometric characterization, chromatographic separation techniques and electrophoresis.

Prerequisite: 202, 202L

301f. PHYSICAL CHEMISTRY I (3)

Quantum theory, as applied in chemistry, including structure and spectral relationships. General principles of statistical mechanics.

Prerequisites: 202, 202L; Mathematics 118, 119; Physics 110, 111

Mathematics 205 recommended

302s. PHYSICAL CHEMISTRY II (3)

General principles of thermodynamics and equilibria. A study of gas phase kinetics, solution dynamics, and catalysis.

Prerequisite: 301

312s. CHEMICAL ANALYSIS (3)

Advanced study of the instrumental and theoretical approaches for complete analysis.

Prerequisite: 301; Physics 242

Corequisite: 302

Prerequisite or corequisite: Physics 243

**342f. PHYSICOCHEMICAL METHODS
OF EXPERIMENTATION I (2)**

Comprehensive course in essential methods for acquisition and interpretation of physical/analytical data. Emphasis on spectroscopy, fundamental chemometrics, and molecular modeling.

Prerequisite or corequisite: 301; Physics 242

**343s. PHYSICOCHEMICAL METHODS
OF EXPERIMENTATION II (2)**

Continuation of Chemistry 342. The second semester problems include measurement of systems at equilibrium (acid-base redox processes), kinetics, and separations.

Prerequisite or corequisite: 342, 302, 312; Physics 243

400s. BIOCHEMISTRY II (3)

Fundamentals of biophysical and bio-analytical chemistry. Advanced experimental techniques for characterization of macromolecules, separation methods, enzyme kinetics, radiochemical techniques. Combination of lecture and laboratory.

Prerequisite: 300, 300L, 302, 312, 342, 343

410f,s. SPECIAL STUDY (2-4)

Tutorial in an advanced topic of special interest to a chemistry major. The nature of the topic determines inclusion of a laboratory component. Each spring the department lists topics available for study the following year.

Prerequisite: varies according to topic

**431f. MODERN INORGANIC
CHEMISTRY (3)**

Current theories of bonding and structure, stereochemistry, and reaction mechanisms involving both main group elements and transition metals. Selected topics in organometallic and bio-inorganic chemistry.

Prerequisite: 302

**441f. SYNTHETIC METHODS AND
CHARACTERIZATION (4)**

Synthesis of inorganic and organometallic compounds. Inert atmosphere and vacuum-line techniques. Nonaqueous chemistry. Spectroscopic characterization of compounds. Combination of lecture and laboratory.

Prerequisite: 342, 343 (continued, p. 72)

Prerequisite or corequisite: 431

490f,s. INDEPENDENT STUDY (4-8)

Independent research conducted under the supervision of a member of the department. Thesis and seminar presentation of results are required. Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research, and student motivation for pursuing the laboratory and non-laboratory aspects of the project. Refer to Independent Study, p. 48.

Prerequisite: 302, 312, 342, 343

Corequisite: appropriate advanced courses, as approved by the department

Classical Languages & Literatures

Associate Professors:

Gail Cabisius

Sally MacEwen, *Chair*

The student of Classics analyzes the literary and artistic works of ancient Greece and Rome, reconstructs the values and histories of those distant societies, and examines their philosophical thought. In addition, she comes to understand the intellectual roots of our culture and many of our traditions and institutions. The multidisciplinary approach of classical study helps the student develop skills in language, in analysis of social and historical problems, and in the appreciation of art and literature. These skills can be applied to many careers and professions after graduation.

The Department of Classical Languages and Literatures offers courses in Greek and Latin languages and in classical civilization from texts in English. The department offers a choice of majors in Greek, Latin, Classical Languages and Literatures, or Classical Studies. Majors in Greek, Latin, and Classical Languages and Literatures specialize in the study of

the ancient languages and literatures. Majors in Classical Studies combine the study of an ancient language with courses in classical civilization. Students who plan to do graduate study in Classics should choose the major in Classical Languages and Literatures, and every student considering a major in Classics is urged to take Greek or Latin in her first year.

■ Requirements for the Major

Greek

At least 24 hours in Greek, including Greek 360

Classics 221

At least 3 additional hours in Greek or Classics

Latin

At least 24 hours in Latin, including Latin 360

Classics 222

At least 3 additional hours in Latin or Classics

Classical Languages & Literature

At least 12 hours in Greek and 12 hours in Latin, of which at least 12 hours must be at the 300 level

Classics 221 and 222

Classical Studies

Two 300-level language courses, both in the same language (to be taken at Agnes Scott)

Other courses either in language or in translation

■ Requirements for the Minor

Classical Studies

Completion of the second year of an ancient language, including 6 hours at Agnes Scott

Four courses in translation

Greek or Latin

Fifteen hours in the language

Classics 221 (Greek) or Classics 222 (Latin)

Greek

103f. ELEMENTARY (4)

The essentials of grammar.

104s. ELEMENTARY (4)

Readings from Greek authors, especially

New Testament writers.

Prerequisite: 103 or 2 entrance credits
Literature courses in Greek are offered at the 200 and 300 level. Students in both levels meet at the same time, but advanced students are required to do more work. Exceptions to the prerequisites to these courses may be granted by the department.

211/311f. PLATO (3)

Exemplary pieces of Plato's writing reflecting the teachings of Socrates and the philosophy of Plato.

Prerequisite for 211: Greek 104 or 3 entrance credits; **For 311:** 6 hours of 200-level Greek

Offered 1995-96 and every third year

212/312s. DRAMA (3)

One or two plays, including discussion of myth, metrics, and production.

Prerequisite for 212: Greek 104 or 3 entrance credits; **For 312:** 6 hours of 200-level Greek

Offered 1995-96 and every third year

215/315f. HOMER (3)

Iliad or *Odyssey*. The first heroes of Western literature in the first pieces of ancient writing.

Prerequisite for 215: Greek 104 or 3 entrance credits; **For 315:** 6 hours of 200-level Greek

Offered 1993-94 and every third year

216/316s. HERODOTUS (3)

"The Father of History," his methods, style, and favorite themes.

Prerequisite for 216: Greek 104 or 3 entrance credits; **For 316:** 6 hours of 200-level Greek

Offered 1993-94 and every third year

217/317f. HESIOD AND THE LYRIC POETS (3)

Selected poetry representing the vigor and creativity of the Archaic Age of Greece.

Prerequisite for 217: Greek 101, 104 or 3 entrance credits; **For 317:** 6 hours of 200-level Greek

Offered 1994-95 and every third year

218/318s. COMEDY (3)

One or two plays of Aristophanes with

consideration of the political climate of his time.

Prerequisite for 218: Greek 104 or 3 entrance credits; **For 318:** 6 hours of 200-level Greek

Offered 1994-95 and every third year

350f,s. ADVANCED READING COURSES (1-5)

Selections from Greek prose and poetry not covered in other courses, chosen to meet the needs of individual students.

Prerequisite: 6 hours of 200-level Greek and permission of the department

360f,s. GREEK PROSE COMPOSITION (2)

Prerequisite: 6 hours of 200-level Greek and permission of the department

490f,s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Latin

103f. ELEMENTARY (4)

Fundamentals of Latin grammar.

104s. ELEMENTARY (4)

Readings from Latin authors, with emphasis on the love poetry of Catullus.

Prerequisite: 103 or 2 entrance credits

203f. INTERMEDIATE (3)

Review of Latin grammar with readings from Cicero and other Latin authors.

Prerequisite: 104 or 3 entrance credits

204s. VERGIL'S AENEID I-VI (3)

Prerequisite: 203

This course can be used to satisfy either the Specific Standard of the intermediate level of a Foreign Language or the Distributional Standard of Literature, but not both.

Courses in Latin literature at the 300 level may be repeated for credit if the readings are different.

Exceptions to the prerequisites may be granted by the department.

301f. EPIC (3)

Vergil's *Aeneid* VII-XII or sections from

Metamorphoses of Ovid will be used as examples of Roman adaptations of Greek epic.

Prerequisite: 204 or 4 entrance credits
Offered 1995-96 and every third year

302s. COMEDY (3)

Selected plays of Plautus and Terence, two of the earliest Latin writers and the best representatives of New Comedy.

Prerequisite: 204 or 4 entrance credits
Offered 1995-96 and every third year

311f. DIDACTIC POETRY (3)

Selections from Lucretius' *De Rerum Natura* or Vergil's *Georgics*, poems that teach people how to live in harmony with nature.

Prerequisite: 204 or 4 entrance credits
Offered 1993-94 and every third year

312s. HISTORICAL WRITING (3)

Examinations of the assumptions of Latin historiography with readings from Caesar, Sallust, Livy, or Tacitus.

Prerequisite: 204 or 4 entrance credits
Offered 1993-94 and every third year

321f. SATIRE (3)

The genre of satire, Rome's own creation, through readings in the Latin satirists, principally Horace, Martial, Juvenal, or Petronius.

Prerequisite: 204 or 4 entrance credits
Offered 1994-95 and every third year

322s. LYRIC POETRY (3)

Personal and intimate poetry of Horace in the *Odes* and the elegiac poets.

Prerequisite: 204 or 4 entrance credits
Offered 1994-95 and every third year

350f,s. ADVANCED READING COURSE (1-5)

Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.

Prerequisite: 204 and permission of the department

360f,s. LATIN PROSE COMPOSITION (2)

Prerequisite: 204 and permission of the department

490f,s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Classical Courses in English

201S. (PHILOSOPHY 201) THE GREEK SETTING OF THE SOCRATIC DIALOGUES (3)

See Philosophy 201 for description.

221f. (HISTORY 221) HISTORY OF GREEK CIVILIZATION (3)

The literature, people and philosophy of Ancient Greece from the Bronze Age to Hellenistic times, including the basic outline of historical events and methods for understanding history and culture.

Offered 1993-94 and alternate years

Not open to students who have taken Classics 151

222f. (HISTORY 222) HISTORY OF ROMAN CIVILIZATION (3)

The development of Roman institutions from the Etruscan period through Constantine's adoption of Christianity. The use of evidence from literature, art, and archaeology in constructing Roman social history.

Offered 1994-95 and alternate years

Not open to students who have taken Classics 154

223f. (PHILOSOPHY 206) HISTORY OF ANCIENT PHILOSOPHY (3)

See Philosophy 206 for description.

242f. (ART 201) GREEK AND ROMAN ART (3)

See Art 201 for description.

331s. (ANTHROPOLOGY 331) MYTHOLOGICAL PATTERNS AND THEMES (3)

Comparison of themes in Greek, Near Eastern, African, and Amerindian myths. Modern literary and psychological approaches to mythological configurations, such as creation myths, divine archetypes, the trickster, and the hero cycle.

Offered 1993-94 and alternate years

341s. (SOCIOLOGY 341) (WOMEN'S STUDIES 341) FAMILY AND SOCIETY IN THE CLASSICAL WORLD (3)

Relationship of families and political structures in the ancient Greek and Roman worlds. Methods for understanding them through drama, philosophy, rhetoric, and archaeology. Examination of the daily lives and experiences of ancient people, especially workers, women, children, slaves, and others who left no written record.

Offered 1994-95 and alternate years

410f,s. SPECIAL STUDY (2-4)

Directed study to meet the individual needs of students whose major is Classical Languages and Literatures or Classical Studies.

490f,s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department.

Dance

Director:

Associate Professor Marylin Darling, *Chair,*
Department of Physical Education

The student who minors in dance learns from the masters of the profession and experiences dance as a cultural endeavor in the liberal arts tradition. This program prepares the student to dance and perform in a variety of settings and combines the discipline of dance with other areas or majors.

All dance minors must audition for the minor. These students are adjudicated by a panel of qualified dance professionals and experts. Placement is determined after auditions are completed and adjudicated by a panel of dance experts.

■ **Requirement for the Minor**

A minimum of 22 hours is required for the minor. All students must reach and/or maintain an advanced level of competency in one major area (ballet, modern, or jazz), and an intermediate level of competency in at least two other dance areas (ballet,

modern, jazz, tap, or other stylistic forms). A minimum of 3 hours must be taken from the core curriculum below; a maximum of 6 hours may be taken from the core curriculum for credit toward the dance minor. These courses are open to students by permission of the director. Each course has an adjudication prerequisite: 211, 212, 213, 311, 312, 313, 411, 412, 413.

Students are required to take all of the following:

Practical: 314, 315, 316

Theoretical: 317; Music 108; Theatre 206

Students may elect courses from diverse areas. All elective courses must have the approval of the director and the chair of the appropriate department.

Credit received in satisfying physical education course requirements cannot apply to courses for the dance minor. Credit received in courses satisfying the dance minor cannot apply to the physical education requirements.

211. (PED 140) BEGINNING BALLET (1)

See Physical Education 140 for description.

212. (PED 144) BEGINNING MODERN (1)

See Physical Education 144 for description.

213. (PED 116) BEGINNING JAZZ (1)

See Physical Education 116 for description.

311. INTERMEDIATE BALLET (1)

Intermediate ballet technique and terminology as well as Cecchetti instruction.

312. INTERMEDIATE MODERN (1)

Intermediate modern dance technique, improvisation, and intermediate levels of contemporary are emphasized.

313. INTERMEDIATE JAZZ (1)

Intermediate elements of jazz dance are explored and intermediate jazz technique is emphasized.

314. DANCE PERFORMANCE (1)

Dance performance includes actual time in Studio Dance Theatre productions.

315. CHOREOGRAPHY (1)

Includes actual choreographic work presented in Studio Dance Theatre performances.

- 316. DANCE PRODUCTION** (2)
Includes all elements of technical assistance needed in producing a dance concert.
- 317. DANCE COMPOSITION** (3)
This course will consist of exploration of all ranges of dance composition using the elements of levels, space, time, rhythm, dynamics, textures, and styles.
- 411. ADVANCED BALLET** (1)
Advanced ballet technique and pointe work emphasized.
- 412. ADVANCED MODERN** (1)
Advanced modern dance technique emphasized.
- 413. ADVANCED JAZZ** (1)
Advanced jazz technique taught in a range of styles, including but not limited to Giordano, Fosse, Genero, Luigi, and Ailey.

relations, political science, sociology, psychology, mathematics, and philosophy.

■ Requirements for the Major

Economics:

Economics 104, 105, 303, 306, 307
Five courses from the following: Economics 309, 310, 314, 315, 316, 334, 338, 350, 351, 360, 380, 410, 482, 490
One course in statistics (Mathematics 115, 328 or Psychology 306)
A major in economics requires a minimum of 30 hours in Economics and one course in statistics.

Economics and Business:

Economics 104, 105, 211, 303, 306, 307
At least three courses from the following: Economics 210, 212, 213, 217
Three additional courses from the department
One course in statistics (Mathematics 115, 328 or Psychology 306)
A major in Economics and Business requires a minimum of 36 hours in Economics and one course in statistics.

Economics

Professor:

Edmund J. Sheehey, *Chair*

Associate Professors:

Rosemary T. Cunningham

Edward C. Johnson

Economics once was called Political Economy, a notion which may better convey the substance, breadth and heritage of the discipline. Economics is an excellent and versatile tool for studying human behavior of individuals and groups in a variety of institutional settings: business firms, banks, unions, governments, stock exchanges, and such, in diverse times and cultures. Economics pioneered in developing the methodologies of the modern social sciences. The discipline is rigorous, analytical and theoretical, yet offers insight about ordinary, universal events and behaviors.

Students considering careers in management, banking, financial analysis and services, business, law, and government are well served by economics. The discipline also forms productive ties to business, history, international

■ Requirements for the Minor

Economics:

Economics 104, 105 and either 306 or 307
Three of the following courses: 303, 306 or 307 (if not taken as a required course), 309, 310, 314, 315, 316, 334, 338, 350, 351, 360, 380

Economics and Business:

Economics 104, 105 and either 306 or 307
Three of the following courses: 210, 211, 212, 213, 217
One other course offered by the department not already taken as a required course

104f,s. INTRODUCTORY MACROECONOMICS (3)

Causes of unemployment, inflation, and economic growth, including the role of government fiscal and monetary policy.

105f,s. INTRODUCTORY MICROECONOMICS (3)

Emphasis on the operation of a market economy.

104 and 105 satisfy the Distributional Standard in the Social Sciences.

- 210f. INVESTMENTS (3)**
 The importance of financial investments to the economy. The structure of different markets and the theories behind the pricing of certain assets explored. Students manage a hypothetical portfolio for the duration of the semester.
Does not satisfy Distributional Standard in the Social Sciences
Inappropriate for students who have taken Economics courses beyond the introductory level
- 211f. ACCOUNTING I (3)**
 Introduction to the principles of accounting theory and the application of these principles in business and government.
Not applied toward minimum 30-hour major
Does not satisfy Distributional Standards in Social Sciences
- 212s. ACCOUNTING II (3)**
 A continuation of 211.
Prerequisite: 211
- 213s. MARKETING (3)**
 Planning, organizing, and controlling the marketing function in a corporate setting.
Offered 1993-94 and alternate years
- 217f. THEORIES OF MANAGEMENT AND ORGANIZATION (3)**
 Change and development in and the management of complex organizations.
Offered 1994-95 and alternate years
- 303f. LABOR ECONOMICS (3)**
 Labor-management relations, the labor movement, the laws and public policies governing labor, and their economic impact in terms of wages, prices, and national income.
Prerequisite: 104 or permission of the instructor
- 306s. MICROECONOMICS (3)**
 Advanced study of the operation of markets with emphasis on consumer demand theory, theory of the firm, differing market structures, and the pricing and employment of inputs. General equilibrium and the role of the government in markets are discussed.
Prerequisite: 104, 105
- 307f. MACROECONOMICS (3)**
 General model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different monetary and fiscal policies.
Prerequisite: 104, 105
- 309s. MONEY AND BANKING (3)**
 Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.
Prerequisite: 104
Prerequisite or corequisite: 105
- 310f. FINANCIAL THEORY (3)**
 Theories and policies of corporate finance and the institutional framework within which financial decisions are made. Capital markets, financial valuation, capital budgeting, and the theory of the capital structure discussed.
Prerequisite: 104, 105
- 314f. HISTORY OF ECONOMIC THOUGHT (3)**
 Evolution of economic theories and doctrines as seen through the works of the leaders of the various schools of thought.
Prerequisite: 104, 105
Offered 1993-1994 and alternate years
- 315s. (POLITICAL SCIENCE 315) COMPARATIVE ECONOMIC SYSTEMS (3)**
 From Marxism to market economics. Comparative study of economic planning and stability, labor movements, income policy, agriculture, economic growth, and trade. Contrasts drawn among Soviet, Yugoslav, Swedish, and U.S. systems.
Prerequisite: 104, 105
- 316f. AMERICAN ECONOMIC GROWTH AND DEVELOPMENT (3)**
 Development of the U.S. economy from colonial times to 1929. Emphasis on economic analysis applied to major historical issues and institutions such as mercantilism, trade policies, monetary institutions, slavery; and major industries such as canals, railroads, steel, oil, and agriculture.
Prerequisite: 104, 105
Offered 1994-1995 and alternate years

**334s. (POLITICAL SCIENCE 334)
ECONOMIC DEVELOPMENT (3)**

Historical patterns and contemporary theories of economic development are used to clarify major issues such as the distribution of income, stabilization policy, and problems of trade and finance.

Prerequisite: 104, 105

Offered 1993-94 and alternate years

338f. ECONOMIC FORECASTING (3)

Study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to economic problems.

Prerequisite: 104, 105; a course in statistics or permission of the instructor

350f. INTERNATIONAL TRADE (3)

Gains from trade and the theory and policy of trade protection. The economics of the multinational corporation.

Prerequisite: 104, 105

351s. INTERNATIONAL FINANCE(3)

Analysis of foreign exchange markets and the balance of payments. Discussion of various mechanisms and policies by which nations achieve equilibrium in the balance of payments.

Prerequisite: 104, 105

**360s. ECONOMIC DEVELOPMENT
OF LATIN AMERICA (3)**

Problems of economic development in Latin America emphasizing their historical roots and theories that attempt to explain them. Selected policy issues discussed in relation to a particular country.

Prerequisite: 104 or 105

Offered 1994-95 and alternate years

**380s. CURRENT ECONOMIC
ISSUES (3)**

Use of economic analysis to understand a set of current policy issues chosen by the students and the instructor.

Prerequisite: 104, 105

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of economics.

**482s. (POLITICAL SCIENCE,
PSYCHOLOGY, SOCIOLOGY, OR**

**ANTHROPOLOGY 482) SOCIAL
SCIENCE SENIOR SEMINAR (3)**

Multidisciplinary inquiry into topics selected by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in social science departments

Prerequisite: permission of the instructors

490f,s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Education

Professor:

Ayşe Carden, *Chair*

Assistant Professors:

Ruth S. Bettendorff, *Associate Dean
of the College*

Elizabeth Roberts

Julie A. Weisberg

Instructor:

Gué P. Hudson, *Dean of Students*

The Department of Education offers teacher certification for Early Childhood (grades K-4), Middle Grades (4-8), and Secondary teachers and Foreign Languages (K-12) and Music (K-12). Completion of one of Agnes Scott's approved programs leads to initial certification in Georgia; certification in other states may also be obtained. Teacher education at Agnes Scott is a college-wide enterprise; students major in a discipline other than Education.

A student interested in teaching should contact the director of the teacher education program as early as possible in her college career. Students will be assisted in planning necessary courses to fulfill certification requirements.

The programs are designed to include both theoretical understandings of learning processes and instructional content, and practical approaches to classroom planning and management. Internships in the field are required for several courses; summer experiences in programs such as Head Start, day care centers,

summer schools and camps are encouraged. In addition, the professional semester involves procedures and materials of instruction, extensive classroom observation and teaching, and advanced study of pupils and school organization.

Students involved in the professional semester may not work in off-campus jobs; work performed on-campus must be negotiated after consultation with the director of the teacher education program.

Early Childhood (K-4)

■ Certification Requirements

Psychology 121, preferably prior to the junior year

Completion of any major offered by the College

Education 201, 304, 305, 306, 307, 308, 370, 380, 420, 421, 440EM

Completion of courses designated as special fields for the elementary teacher:

1. One course each in methods of teaching art, music, and physical education (Education 401, 402, 403)
2. Two courses in sciences and mathematics: one course in laboratory science (biology recommended) and one course in mathematics (101 or 117 or 118)
3. Two courses in social sciences: one course in history (American recommended) and an additional course in political science, economics, or sociology
4. A program of noncredit directed reading in children's literature (with subsequent evaluation) approved by the Department of Education for the summer before the senior year, or a summer-session course in children's literature

Middle Grades (5-8)

■ Certification Requirements

Psychology 121, preferably prior to the junior year

Completion of any major offered by the College

Education 202, 305, 370, 380, 440EM, 460, 461

Methods courses (Education 304, 306, 307,

308) in areas of concentration

Completion of a primary and a secondary area of concentration The primary area must contain a minimum of 17 semester hours.

The primary areas are:

1. **Language Arts.** Concentration must include English 101 and 102 or 103 and 104, and a program of noncredit directed reading in adolescent literature approved by the department for the summer before the senior year, or a summer-session course in adolescent literature
 2. **Science.** Concentration must include coverage in at least three of the following areas: physics, biology, chemistry, earth science, physical science (Education 308 will satisfy one of the areas.)
 3. **Social Studies.** Concentration must include History 208 or 209 and a program of noncredit directed reading in geography approved by the department, or a summer-session course in geography
 4. **Mathematics.** Concentration must include Mathematics 118, 150, 314
- The secondary area of concentration must contain a minimum of 13 semester hours. The secondary areas include language arts, science, social studies, mathematics, art, and music.

Secondary

■ Certification Requirements

Psychology 121, preferably prior to the junior year

Completion of a major in one of the fields approved for certification: economics, English, history, mathematics, political science, science (astrophysics, biology, chemistry, or physics)

Education 202 (or 201 with permission of the department), 311, 312, 380, 430, 431, 440S

Additional requirements:

English majors: Education 305 (required) and 304 (recommended); a noncredit program of directed reading in adolescent literature.

Mathematics majors: Mathematics 150, 314

Music Education Program (K-12)

■ *Certification Requirements*

Psychology 121, preferably prior to the junior year

Courses required for the music major
Music 205 and 311

Education 201 or 202; 341, 342, 343, 380,
425, 426; 440EM or 440S

Additional requirements:

Four years of participation in an ensemble
most appropriate to the student's major
instrument

A minimum of two years of participation in
a vocal ensemble

At least one ensemble experience in an
area that makes use of a secondary perfor-
mance medium

Foreign Language Education (K-12)

■ *Certification Requirements*

Psychology 121, preferably prior to the
junior year

Completion of a major in one of the for-
eign languages approved for certification:
French, German, Greek, Latin, Spanish
Education 201 or 202; 311, 312, 380, 445,
446; 440EM or 440S

Additional requirements:

For modern foreign language majors, a
course in the culture and civilization of the
country whose language is being studied.

A foreign language methods course at
either the elementary or secondary level, as
appropriate

201f. (PSYCHOLOGY 209) CHILD PSYCHOLOGY (3)

See Psychology 209 for description.

Prerequisite: Psychology 121

202s. (PSYCHOLOGY 210) PSYCHOLOGY OF ADOLESCENCE, ADULTHOOD, AND OLD AGE (3)

See Psychology 210 for description.

Prerequisite: Psychology 121

203f. (SOCIOLOGY 217) SOCIOLOGY OF EDUCATION (3)

See Sociology 217 for description.

Prerequisite: Sociology 101 or
Anthropology 101

304f. TEACHING OF COMMUNICATION ARTS — ELEMENTARY (3)

Designed to develop special techniques in
the teaching of reading, writing, speaking,
and listening; and to study materials (in-
cluding media) used in instruction.

3 LEC, 1 hour in an elementary classroom
per week

305s. TEACHING OF READING — ELEMENTARY (3)

Effective instructional methods and appro-
priate media and materials for teaching
reading. Diagnosis of reading problems and
integration of reading with other content
areas are included.

3 LEC, 1 hour in an elementary classroom
per week

306f. TEACHING OF SOCIAL STUDIES —ELEMENTARY (2)

Designed to acquaint the student with
methods, materials (including media), and
content of the social studies program in the
elementary school.

2 LEC, 1 hour in an elementary classroom
per week

307s. TEACHING OF MATHEMATICS — ELEMENTARY (3)

Techniques, media, and materials used in
teaching mathematics in the elementary
school.

3 LEC, 1 hour in an elementary classroom
per week

Prerequisite: Mathematics 101 or 117
or 118

308f. TEACHING OF SCIENCE— ELEMENTARY (2)

Techniques, media, and materials used in
teaching science in the elementary school.
2 LEC, 1 hour in an elementary classroom
per week

Prerequisite: Astronomy 120, 121; or
Biology 100, 102, or 105; or Chemistry
101, 101L, 102, 102L; or Physics 110, 111

311s. THE TEACHING PROCESS — SECONDARY (1)

Teaching strategies and instructional media with application in secondary schools. 1 LEC, 1 hour in a secondary classroom per week

Open to majors in English, foreign languages, social studies, mathematics, and sciences

Corequisite: 312

Open to seniors only (others by permission of the instructor)

312f. SPECIAL METHODS OF TEACHING —SECONDARY (3)

Methods, materials, and content of secondary school subject-matter areas.

Open to majors in English, foreign languages, social studies, mathematics, and sciences

Corequisite: 311

Open to seniors only (others by permission of the instructor)

341f. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (3)

Techniques, media, and materials used in teaching music in the elementary school classroom. Instruction on classroom instruments (e.g., guitar, recorder) is provided.

Prerequisite or corequisite: Music 211, 212

342s. TEACHING MUSIC IN THE SECONDARY SCHOOL (2)

Techniques, media, and materials used in teaching general music, music appreciation, and music theory in the secondary school classroom.

Prerequisite or corequisite: Music 211, 212

343s. CHORAL METHODS AND MATERIALS (2)

Techniques, media, and literature used in teaching singing ensembles.

Prerequisite or corequisite: 342; Music 182

370f. CURRICULUM DEVELOPMENT: THEORY AND PRACTICE (2)

Investigations of two major educational questions: How should a curriculum be determined? What should the curriculum of an educational institution be?

Prerequisite: 304, 305 or 306 or 307 or 308 or 311-312 or permission of the instructor

380f. CHILDREN AND YOUTH WITH SPECIAL NEEDS (3)

Major areas of exceptionality, including identification and teaching of children and youth with such exceptionalities.

3 LEC, 1 hour in a special classroom a week

401s. TEACHING ART IN THE ELEMENTARY SCHOOL (2)

Methods, materials, and techniques used in teaching art in the elementary school.

Corequisite: 402, 403, 420, 421, 440EM

402s. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (2)

Methods, materials, and techniques used in teaching music in the elementary school.

Corequisite: 401, 403, 420, 421, 440EM

403s. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2)

Methods, materials, and techniques used in teaching physical education in the elementary school.

Corequisite: 401, 402, 420, 421, 440EM

410f,s. SPECIAL STUDY (2-4)

Supervised study in a selected field of education.

440EMs. AMERICAN EDUCATION (2)

Historical background and current issues in education.

Corequisite: 420-421, 425-426, 445-446, or 460-461

440Ss. AMERICAN EDUCATION (2)

Historical background and current issues in education.

Corequisite: 430-431 or 445-446

THE PROFESSIONAL SEMESTER

With the permission of the Teacher Education Advisory Group, the professional semester is open to students who have shown appropriate scholastic aptitude and personality traits.

Candidates planning for the professional semester must apply for admission to the teacher education program during the spring semester of the junior year.

Applications for admission to the teacher education program may be obtained from

the director of teacher education programs. Candidates must fulfill these minimum requirements to be considered for admission to the teacher education program:

1. Cumulative grade-point average of 2.5 or higher
2. Grade-point average in major of 2.5 or higher
3. No grade lower than C in a course required for certification (no pass/fail in certification courses)
4. Appropriate faculty recommendations
5. Demonstrated interpersonal behavior necessary for effective teaching

Early Childhood Education (K-4)

420s. STUDENT TEACHING, EARLY CHILDHOOD CERTIFICATION K-4 (9)

Professional experience for students seeking Early Childhood Certification.

Prerequisite: Psychology 121; 201, 304, 305, 306, 307, 308, 370, 380

Corequisite: 401, 402, 403, 421, 440EM

421s. PROBLEMS SEMINAR FOR EARLY CHILDHOOD CERTIFICATION K-4 (2)

Individual and group study of children and of curriculum based on experiences in 420.

Corequisite: 420, 440EM

Middle Grades Education (4-8)

460s. STUDENT TEACHING, MIDDLE GRADES CERTIFICATION 4-8 (9)

Professional experience for students seeking Middle Grades certification.

Prerequisite: 305, 370, 380; completion of primary and secondary areas of concentration, and methods courses in areas of concentration

Corequisite: 461, 440EM

461s. PROBLEMS SEMINAR FOR MIDDLE GRADES

CERTIFICATION 4-8 (2)

Individual and group study of children and curriculum based on experiences in 460.

Corequisite: 460, 440EM

Secondary School

430s. STUDENT TEACHING, SECONDARY SCHOOL CERTIFICATION (9)

Professional experience for students seeking secondary certification.

Prerequisite: Psychology 121; 202, 311, 312, 380

Additional prerequisite for English majors: 305

Corequisite: 431, 440S

431s. PROBLEMS SEMINAR FOR SECONDARY SCHOOL CERTIFICATION (2)

Individual and group study of youth and curriculum based on experiences in 430.

Corequisite: 430, 440S

Music Education (K-12)

425s. STUDENT TEACHING, MUSIC EDUCATION CERTIFICATION K-12 (9)

Professional experience for students seeking Music Education certification.

Prerequisite: 341, 342, 343, 380

Corequisite: 426, 440EM

426s. PROBLEMS SEMINAR FOR MUSIC EDUCATION CERTIFICATION K-12 (2)

Individual and group study of learners and of curriculum based on experiences in 425.

Corequisite: 425, 440EM

Foreign Language Education (K-12)

445s. STUDENT TEACHING, FOREIGN LANGUAGE EDUCATION CERTIFICATION K-12 (9)

Professional experience for students

seeking Foreign Language Education Certification (French, German, Greek, Latin, Spanish).

Prerequisite: Psychology 121; 201 or 202; 311, 312, 380, foreign language methods course

Corequisite: 446, 440EM or 440S

446s. PROBLEMS SEMINAR FOR FOREIGN LANGUAGE EDUCATION K-12 (2)

Individual and group study of learners and of curriculum based on experiences in 445.

Corequisites: 445, 440 EM or 440S

English

Professors:

Bona W. Ball
Linda L. Hubert
Jack L. Nelson
Patricia G. Pinka

Associate Professors:

Christopher Ames
Steven Guthrie
Peggy Thompson

Assistant Professor:

Christine Cozzens

The curriculum of the Department of English is constructed to give the student a breadth of knowledge and a depth of understanding of English and American literature. It also provides her with the opportunity to learn to read literature with perception and delight, to write about it critically and imaginatively, and to develop her abilities as a creative writer. English 101/102 are service courses for the College in which a student sharpens her writing skills and improves her critical and analytical reading.

A student majoring in English is required to take work in five of six areas: medieval literature and linguistic studies, sixteenth-century English literature, seventeenth- or eighteenth-century English literature, nineteenth-century English literature, twentieth-century literature, and American literature. She has a choice of courses within each area.

In addition to the basic English major, the department offers an interdisciplinary major in

English Literature-Creative Writing. Interdisciplinary majors are offered also in Art History-English Literature and in History-English Literature.

With the approval of the department, a student may plan a program of concentrated study in which she emphasizes her major interests in literature and chooses complementary courses from other disciplines. For example, she may plan a program in medieval studies, Renaissance studies, or American studies.

The department provides the opportunity for its majors to study at British universities in the junior year and to participate in internships in the senior year.

The Writing Workshop

At the Writing Workshop (located in Buttrick Hall 306), trained student tutors and the workshop director, a faculty member, assist students working on papers or other writing assignments for courses (see pg. 10).

■ Requirements for the Major

English 101/102 or 103/104 are not included in the minimum of 30 hours taken for the major.

One of the following (or equivalent):

211, 212, 213, 214. (The department urges students considering a major in English to elect a yearlong survey of British or American literature in the sophomore year.)

English 480 and one course from five of the six areas:

306, 308, 309
313, 314, 316
318, 319, 328, 329
321, 322, 338
331, 332, 333, 334
320, 323, 336

Six hours in creative writing or advanced composition may be counted towards the major hours.

English Literature Creative Writing

One of the following (or equivalent):

211, 212, 213, 214

Literature courses required:

One course each from four of the six 300-level areas listed above

Creative Writing courses required:

Three of the following: 201, 202, 203, 341, 342, 345

One of the following: 415, 490

Courses recommended for the major: 480

■ **Requirements for the Minor**

A minor in English must contain at least 18 hours excluding credits received for English 101-104. The student may design her own program to reflect a particular interest or emphasis, such as a focus on a genre or literary period. The program must have the approval of the chair of the Department of English.

English 101 and 102 are the basic courses for all other work in the department, except for students admitted to English 103 and 104. A student is admitted to English 103 and 104 by the chair of the department on the basis of the CEEB verbal score, English Achievement Test score, and secondary school record.

101f,s. LITERATURE AND COMPOSITION (3)

Combines the writing of analytic, expository and research papers with the close, critical reading of literature by authors of diverse cultural backgrounds. Works studied include short stories, novels, drama, poetry, and, less frequently, nonfiction essays and film. Provides orientation to library and computer facilities. Frequent individual conferences.

101Lf,s; 102Lf,s. WRITING LABORATORY (0)

The Writing Laboratory (usually taken in conjunction with English 101 and 102) develops skills that provide a foundation for all written course work at Agnes Scott. The course familiarizes students with the writing process through reading, writing, discussions, word processing exercises, and conferences. Enrollment in the lab is limited and is determined by the Department of English.

102f,s. LITERATURE AND COMPOSITION (3)

Continuation of 101.

Prerequisite: 101

103f. HONORS LITERATURE AND COMPOSITION (3)

Approaches to literary texts designed for the student with special talent and interest in English. Writing of critical and imaginative papers on literature and film. Provides orientation to library and computer facilities. Frequent individual conferences.

104s. HONORS LITERATURE AND COMPOSITION (3)

Continuation of 103.

Prerequisite: 103

210s. ADVANCED COMPOSITION (3)

Expository writing for the student who wishes to develop and refine her use of language and her understanding of the writing process. Includes an introduction to theories of teaching writing.

Literature

English 211, 212, 213, or 214 is a prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking 200-level courses upon recommendation of her instructor in English 101-102 or 103-104.

211f. MAJOR BRITISH WRITERS, c. 1350 to 1674 (3)

Major literary texts in historical context and sequence. Writers include Chaucer, Spenser, Shakespeare, Donne, and Milton.

212s. MAJOR BRITISH WRITERS, 1674 TO THE PRESENT (3)

Continuation of English 211. Writers will be chosen from a group including Swift, Pope, Austen, Wordsworth, Keats, Tennyson, Browning, Yeats, and Eliot.

213/331f. EARLY AMERICAN WRITERS (3)

American writers from the colonial beginnings to the American Renaissance. Texts considered in historical, social, and intellectual context. Writers include Bradstreet, Wheatly, Irving, Poe, Emerson, Hawthorne, and others.

Students in 213 and 331 will attend classes

together most of the term, but advanced students will be expected to do work of greater sophistication and difficulty. Special focus on Melville in 331.

214. MODERN AMERICAN WRITERS (3)

American literature from the second half of the nineteenth century to the present. Selected readings from such diverse writers as Dickinson, Twain, James, Cather, Hurston, Baldwin, Roth and others.

216. (WOMEN'S STUDIES 216) TOPICS ON WOMEN AND LITERATURE (3)

Thematic or generic studies of works authored by women; focus on the role of women in works by male and female writers; special attention to a selected woman writer or group of writers; and/or feminist approaches to the study of literature.

Topic for 1993-94: African-American Women Writers

301f. PROSODY (1)

A close study of metrics and other aspects of form in poems.

Offered in 1994-95 and alternate years

306f. CHAUCER (3)

The Canterbury Tales and selected pre-Canterbury works.

308s. HISTORY OF THE ENGLISH LANGUAGE (3)

The origins and development of the language, from Anglo-Saxon to modern English.

Offered 1993-94 and alternate years

309s. DANTE (3)

The Divine Comedy in translation.

Offered 1994-95 and alternate years

313f. SHAKESPEARE (3)

The comedies and histories.

314s. SHAKESPEARE (3)

The tragedies.

315f. MEDIEVAL AND RENAISSANCE DRAMA

(Excluding Shakespeare) (3)

Samples of medieval mystery and morality plays and explores the varied developing genre of the Renaissance. Authors include Kyd, Marlowe, Dekker, Jonson, Middleton, and Webster.

316. SIXTEENTH-CENTURY ENGLISH POETRY (3)

A study of the major poetic theories, forms and works of Tudor England. Selections from *The Faerie Queen*, some early English sonnets, *The Defense of Poesy* and the sonnet sequences of Sidney, Spenser, and Shakespeare.

318f. POETRY AND PROSE OF THE SEVENTEENTH CENTURY (3)

Emphasis on the writings of Donne, Jonson, Herbert, Herrick, Marvell, Bacon, and Browne.

Offered 1994-95 and alternate years

319s. MILTON (3)

Most of the English poetry and selections from the prose.

320f. MODERN POETRY (3)

Study of British and American poetry of the twentieth century, with a focus on the early modernist period. Poets studied include Yeats, Eliot, Williams, H.D., Marianne Moore, Wallace Stevens, and Langston Hughes.

321f. ENGLISH ROMANTIC POETRY (3)

Primary emphasis upon the poetry of Wordsworth, Coleridge, and Keats, along with selected poems of Shelley and Byron.

322s. VICTORIAN POETRY (3)

Tennyson, Browning, Arnold, and Hopkins.

Offered 1993-94 and alternate years

323s. MODERN AND CONTEMPORARY DRAMA (3)

A selection of plays by playwrights from Ibsen to the present, with concern for the relationship between text and performance.

Offered 1993-94 and alternate years

328. RESTORATION AND EIGHTEENTH-CENTURY LITERATURE (3)

Emphasis on satire and prose fiction from 1660-1800. Authors chosen from Dryden, Swift, Pope, Fielding, Richardson, Johnson and Austen, as well as writers who traditionally have been neglected.

329s. ENGLISH DRAMA FROM DRYDEN TO SHERIDAN (3)

Ranges over tragedies and comedies written between 1660 and 1800. Dramatists include Dryden, Behn, Wycherley, Congreve, Centlivre, Goldsmith, and Sheridan. Attention paid to cultural contexts as well as evolving literary traditions.

331f. See ENGLISH 213

332f. REALISM AND NATURALISM IN AMERICAN LITERATURE (3)

Emphasis on figures writing from 1880 to 1920, who express the dominant literary modes of the time, with attention to their influence on later writers. Authors include Twain, James, Wharton, O'Neill, Crane, and others.

Offered 1994-95 and alternate years

333s. TWENTIETH-CENTURY AMERICAN FICTION (3)

Focus on fiction from 1920 to the present, including the work of such writers as Hemingway, Fitzgerald, Ellison, Malamud, Oates, and others.

Offered 1994-95 and alternate years

334f. SOUTHERN LITERATURE (3)

Readings in the literature of the American South of the twentieth century with emphasis on such figures as Ransom, Faulkner, Warren, O'Connor, Welty, and Walker.

Offered 1993-94 and alternate years

336s. THE MODERN BRITISH NOVEL (3)

Study of twentieth-century novels with an emphasis on modernist experimentation with novel form. Writers studied generally include Conrad, Forster, Joyce, Woolf,

Lawrence, Waugh and Beckett.

337s. POSTMODERN FICTION (3)

A study of experimental fiction written in the second half of the twentieth century. Works studied are drawn from a variety of cultures.

338s. THE ENGLISH NOVEL FROM THE BRONTES TO HARDY (3)

Emphasis on the novels of the 1840s and 1850s along with those that look toward the twentieth century.

Offered 1994-95 and alternate years

410f,s. SPECIAL STUDY (2-4)

Selected texts to meet the interests of individual students.

480f. SENIOR COLLOQUIUM (2)

Weekly meetings of faculty and senior English majors to discuss topics relevant to the study of literature in all periods. Particular topics are designated each year.

490f,s. INDEPENDENT STUDY IN ENGLISH OR AMERICAN LITERATURE (4-8)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Creative and Expository Writing

201s. NARRATIVE WRITING (3)

Principles and forms of narrative writing. Illustrative readings and frequent writing. **Prerequisite:** permission of the instructor

202f. POETRY WRITING (3)

The craft of poetry, taught through regular written assignments and readings in such contemporary poets as Adrienne Rich, Sharon Olds, Rita Dove and Carolyn Forché.

203f. (THEATRE 203) PLAY WRITING (3)

See Theatre 203 for description.

205f. WRITING FICTION (3)

Guest-taught workshop in the writing of fiction, designed to make participants

better readers as well as writers. Focus on providing structure for new projects or assistance with works-in-progress.

Prerequisite: permission of the instructor

340f. NONFICTION WORKSHOP (3)

Guidance in writing forms of nonfiction such as the essay, the journalistic article, technical writing, research reports, business writing and autobiography. Emphasis on presentation and discussion of student work, revision, editing and classroom publishing.

Prerequisite: permission of the instructor

341f. WRITING WORKSHOP, FICTION (3)

Intermediate fiction writing. Readings in theory and practice; the writing and rewriting of a group of stories. Individual conferences and group sessions.

Prerequisite: 201, 205 or permission of the instructor

342s. POETRY WORKSHOP (3)

Presentation and discussion of student work, with additional resources (readings, poetic exercises) as needed.

Prerequisite: 202 or permission of the instructor

345s. (THEATRE 345) PLAYWRITING WORKSHOP (3)

See Theatre 345 for description.

415f,s. ADVANCED CREATIVE WRITING (3)

Individual conferences with emphasis on sustained creative writing projects in poetry, fiction, or drama.

Prerequisite: 341, 342, 345 or permission of the instructor

490f,s. INDEPENDENT STUDY IN WRITING (3)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

French

Professor:

Regine Reynolds-Cornell, *Chair*

Associate Professor:

Christabel P. Braunrot

Assistant Professor:

Rosemary Eberiel

The Department of French has as its goals accuracy and fluency in the written and spoken language as well as knowledge and appreciation of the literature and culture of France.

New students electing French will, with very few exceptions, be asked to take a placement test. Students placing at the level of French 235 will have satisfied the Specific Standard of the intermediate level of a foreign language. Either of the two intermediate courses, French 201 or 230, also satisfy that Specific Standard.

A French literature course on the 300 level satisfies the Distributional Standard of literature in the language of its composition. French 235 is the prerequisite for all French literature courses but does not satisfy the Distributional Standard of literature in the language of its composition.

Students, if qualified, may spend the junior year or, should that be unfeasible, a semester in France on an approved program. Interested students should consult the department chair early in the sophomore year.

An assistant comes from France each year to live on the French Hall with students interested in perfecting their French and in knowing more about France today. She joins students in the dining hall around a "table française," with students at all levels of French proficiency.

■ Requirements for the Major

Required Courses:

235, 305, and a minimum of 6 additional courses on the 300 level. These elective courses should be representative of various centuries and genres.

With advanced placement or exemption, the minimum number of hours required to complete a French major is 25 hours.

Recommended Courses:

The department recommends for the French major the following electives in other departments: History 101, 309; Classics 309, 310; English 211; Art 103, 208; Philosophy 206, 209, 210; another foreign language.

■ **Requirements for the Minor**

A minimum of 14 hours beyond French 201. The recommended sequence: French 230, 305; 306 or 235; 308

Entering students who are placed into an advanced level of French may be given permission to complete the major with fewer than 30 hours. Permission is given by the department chair and the assistant dean of the college.

Students exempting French 201 will take French 207. Students may also register for Translation or Business French courses at an approved institution.

The French Department strongly recommends a 4-week Intensive Summer Session at the Centre International de l'Université de l'Ouest in Angers whose courses will satisfy the required courses listed above, subject to approval by the chair of the department and the assistant dean of the college.

The needs of each student will be examined individually by the chair of the department.

101f. ELEMENTARY FRENCH (4)

For students who begin French in college. Introduction to the French language and culture. Four class periods followed by a session of oral practice.

102s. ELEMENTARY FRENCH (4)

Continuation of 101; 101 and 102 are the equivalent of two years of secondary school preparation.

105s. INTRODUCTION TO FRENCH PHONETICS (1)

Prerequisite: 101 or permission of instructor

201f,s. INTERMEDIATE (5)

Practice in the aural, oral, and written use of the language. Training in the essentials of grammar. Study of some representative types of French literature.

207f,s. INTERMEDIATE FRENCH CONVERSATION (2)

Prerequisite: 201 or 230 with a grade of B-minus or above

230f,s. ADVANCED INTERMEDIATE (4)

Thorough grammar review and an introduction to selected literary works.

Prerequisite: 201

235f,s. READINGS IN FRENCH LITERATURE (4)

Development of reading and writing skills through an introduction to literary texts by genre from the Middle Ages to the present.

Prerequisite: 230

Does not satisfy the Distributional Standard of literature in the language of its composition

305f. ADVANCED FRENCH LANGUAGE STUDY (3)

Composition, stylistics, translation.

Does not satisfy the Distributional Standard of literature in the language of its composition

306s. ADVANCED FRENCH LANGUAGE STUDY (3)

Phonetics, conversation.

Does not satisfy the Distributional Standard of literature in the language of its composition

308. FRANCE SINCE 1945 (3)

France since World War II, with emphasis on contemporary French society.

Offered 1993-94 and alternate years

Prerequisite: 305

Does not satisfy the Distributional Standard of literature in the language of its composition

320. CONTEMPORARY FRENCH THEATER AND FILM (3)

French drama and film from the mid-twentieth century to the present.

Not open to students who received credit for French 372

325. THE RISE AND WANE OF THE GOLDEN AGE: POETRY, LETTERS AND THEATER FROM MALHERBE TO MARIVAUX (3)

Development of classicism in poetry and drama between the Renaissance and the Age of Reason. Letters (particularly those

written by women) have been added for their historical, social and literary contribution to the study of the era.

Not open to students who received credit for French 336

330. THE FRENCH NOVEL FROM MME DE LA FAYETTE TO FLAUBERT (3)

Analysis of novels by Mme de la Fayette, l'abbé Prevost, Constant, Balzac, and Flaubert studied in the wider context of the evolution of the French novel during the seventeenth, eighteenth, and nineteenth centuries.

Not open to students who received credit for French 357

335. THE FRENCH NOVEL AND THE SHORT STORY FROM MAUPASSANT TO THE PRESENT (3)

Analysis of major works of fiction from the mid-nineteenth century to the present, studied in the context of the evolution of the modern French novel.

Not open to students who received credit for French 357

340. MEDIEVAL FRENCH LITERATURE FROM ROLAND AND TRISTAN TO VILLON (3)

Chanson de Geste, the Roman Courtois, the Chantefable, poetry, and the theater as well as verse and prose works by women authors.

345. THE AGE OF DISCOVERY: POETRY AND PROSE OF THE RENAISSANCE AND THE REFORMATION FROM MAROT TO MONTAIGNE (3)

French poetry from the Rhetoriqueurs to the Baroque, essays, and drama. Verse and prose works by women authors and religious thinkers have been added for a more comprehensive view of the era.

Not open to students who received credit for French 380

350. THE FRENCH ROMANTIC MOVEMENT: POETRY, PROSE AND THE THEATER (3)

The Romantic phenomenon from the pre-romantics and Rousseau to the late nine-

teenth century.

Not open to students who received credit for French 383

355. FRENCH POETRY FROM BAUDELAIRE TO THE PRESENT (3)

Exploration of poetry as an expression of avant-garde thought from the late Roman-tics to contemporary poets.

Not open to students who received credit for French 371

365. FRENCH MORALISTS AND THINKERS FROM DESCARTES TO CAMUS (3)

Survey of French thought from the *Discours de la Methode* to *La Chute* in relation to contemporary literature.

410f,s. SPECIAL STUDY (2-4)

Supervised to meet the needs of individual students.

490f,s. INDEPENDENT STUDY (4-8)

Independent research under the supervision of a member of the department. Approval by the French department and the assistant dean of the college is necessary. Refer to Independent Study, p. 48.

German

Associate Professor:

Ingrid E. Wieshofer, *Chair*

Each course offered emphasizes the communication skills of understanding, speaking and writing German. Cultural as well as linguistic aspects of the German-speaking world are in all classes at all levels. A wide selection of classical and contemporary literary works are read in intermediate and advanced courses.

German is the language of instruction in all courses. Majors, minors, and other interested students are encouraged to live on the College's German Hall where they can practice their German aided by a resident teaching assistant from Germany. They are also invited to join the German Club and the German

lunch table. The opportunity to study abroad is offered to qualified students; they may participate in a one or two semester exchange program with the University of Mainz at Gernersheim.

Students considering a double major should consult with the department chair as early as possible.

■ *Requirements for the Major*

Courses required in the discipline:

210, 212, 222, 324, 401

10 hours of the following: 301, 305, 306, 309, 310, 313, 350

Students majoring in German are required to take a minimum of 26 hours beyond intermediate level courses (200, 201).

Those students beginning the major with German 100 must complete a minimum of 40 hours; those entering with an equivalent of one year of German at the college level must complete a minimum of 32 hours; and those entering with an equivalent of two years must complete a minimum of 26 hours.

Entering students who are placed in an advanced level of German may be given permission to complete the major with fewer than 30 hours. Permission is given by the department chair and the assistant dean of the college.

Courses recommended for the major:

Students are strongly encouraged to acquire experience in a German-speaking country through our exchange program with the University of Mainz open to them in their sophomore year, or through an approved Junior Year Abroad program. We also highly recommend the Zertifikatsprüfung and Mittelstufenprüfung at the Goethe Institute.

■ *Requirements for the Minor*

18 hours above the 100 level. While most of a student's courses will be on the 200 level, departmental approval may be given for appropriate 300 level courses.

Recommendations for the Minor:

Students are strongly encouraged to acquire experience in German through an internship with a German company and participation in the Zertifikatsprüfung at the Goethe Institute.

100f. ELEMENTARY GERMAN (4)
Emphasis on speaking and understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts.

101s. ELEMENTARY GERMAN (4)
Continuation of 100.

200f. INTERMEDIATE GERMAN (3)
Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts.
Prerequisite: 101 or equivalent

201s. INTERMEDIATE GERMAN (3)
Continuation of 200.

210f. COMPOSITION (3)
Practical course designed to develop fluency in writing German.
Prerequisite: 201

212f. CONVERSATION (2)
Practical course designed to develop fluency in oral communication.
Prerequisite: 201 or equivalent

214s. PHONETICS (2)
Theoretical and practical aspects of German pronunciation with intensive drills.
Prerequisite: 101 or permission of the department
Does not fulfill the language requirement for the International Relations major

222f. INTRODUCTION TO LITERATURE (4)
Emphasis on lyrical poetry of the nineteenth and twentieth centuries, a nineteenth-century Novelle, and a contemporary novel.
Prerequisite to all 300-level literature courses
Prerequisite: 201 or equivalent

301f. GOETHE'S FAUST (3)
Intensive study of Part I and highlights from Part II.

305f. CONTEMPORARY DRAMA (3)
Emphasis on Brecht's epic theatre and contemporary Swiss playwrights.
Offered 1993-94 and alternate years

306s. FRANZ KAFKA (3)
Discussion of major short stories and selec-

tions from the novels.

Offered 1994-95 and alternate years

309f. HISTORY OF GERMAN CIVILIZATION (3)

Major trends from the Middle Ages to World War II.

Offered 1993-94 and alternate years

310s. GERMAN LIFE AND THOUGHT (3)

Society and culture in the contemporary German-speaking world.

Prerequisite: 309

Offered 1993-94 and alternate years

313s. DRAMA AND NOVELLE OF THE NINETEENTH CENTURY (4)

Reading of representative Novellen and dramas from Kleist to Hauptmann.

Offered 1993-94 and alternate years

315Lf. (HISTORY 315L) EUROPE 1914-1945, GERMAN COMPONENT (1)

See History 315L for description.

324. ADVANCED GERMAN LANGUAGE STUDY (3)

Emphasis on stylistics, composition styles, and vocabulary building working with contemporary text materials.

Prerequisite: 210 or permission of the department

Not open to students who have received credit for German 224

350f,s. ADVANCED READING (2-3)

Subject matter chosen according to student interest and needs.

401s. HISTORY OF GERMAN LITERATURE (4)

Literary trends from the Middle Ages to the present as exemplified by representative works of the various periods.

Offered 1994-95 and alternate years

410. SPECIAL TOPICS (2-4)

Supervised to meet the needs of individual students.

490f,s. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the depart-

ment. Results are presented both orally and in writing. Refer to Independent Study, p. 48.

Global Awareness

Director:

Ruth S. Bettendorff, Associate Dean
of the College

Agnes Scott College offers an introductory global awareness program that combines classwork in the fall and spring semesters with a January study abroad experience. Students study culture and customs, develop "survival language" skills, and prepare a research paper while also examining cross-cultural assumptions and biases. Host countries vary from year to year and have recently included Mexico, Russia, Japan, and South Africa. Language proficiency, while desirable, is not usually required. Global Awareness is available to all students in good standing who have been at Agnes Scott at least one semester and it is particularly recommended for sophomores as one of their electives. Fees vary based on destination; recent prices have ranged from \$1,200 to \$1,500 per person.

For additional information on international opportunities, see "Study Abroad," p. 52.

200f. GLOBAL AWARENESS CONCEPTS (1-3)

Concepts and theories of culture, cultural diversity, and cross-cultural communications. Discussion of selected themes common to the study of cultures. Preparation for January study-abroad experience. Interdisciplinary perspectives from the social sciences, natural sciences, humanities, and fine arts. Faculty members include those leading the study-abroad groups.

Prerequisite: 12 hours of Agnes Scott credit

Taken as preparation for 201

201s (January). GLOBAL AWARENESS EXPERIENCE (3)

January study-abroad experience with follow-up spring seminar. Students travel in small groups to a host country where they experience a new culture, living in local homes. Emphasis on individual living/learning experiences under supervision of Agnes Scott faculty member. Spring seminar (one hour per week for 4-6 weeks) integrates cross-cultural theory and experience. Destinations vary from year to year.

Prerequisite: 200

Special fees required for January travel

History

Professors:

Sarah R. Blanshei, *Dean of the College*

Michael J. Brown

Penelope Campbell

Associate Professor:

Katharine D. Kennedy

Assistant Professors:

Michele K. Gillespie

Violet M. Johnson

The central purpose of the history curriculum is to give to students who come from a variety of cultural traditions an understanding of the heritage that has been forged for them over many centuries. By offering courses in both western and non-western history, it seeks to deepen each student's appreciation of the achievements and contributions of people from outside her own cultural tradition.

The study of history provides a perspective from which standards that happen to be in vogue in our own day may be seen and judged. By challenging us to understand people who were very different from ourselves, it teaches tolerance and open-mindedness. History students are required to read widely, to think critically, and to strengthen their skills in research and writing. The historical knowledge they acquire provides a framework and a context in which insights from other disciplines—art, literature, philosophy to name

just a few—may be placed and considered. In this sense, history could claim to be one of the foundation disciplines of a liberal education, bringing coherence and continuity to information that might otherwise be fragmented and disjointed.

Members of the History Department believe that their courses should be accessible to all students in the College; accordingly, there are no prerequisites for any course in history.

■ Requirements for the Major

One two-semester survey course selected from: 101 and 102; 108 and 109; 110 and 111; 212 and 213; 250 and 251; 253 and 254

At least eight additional courses, seven of which must be above the 200 level. These courses must be selected so as to include at least one course from each of the following groups:

Early European History: 305, 306, 307, 371, 373

Modern European History: 309, 311, 312, 313, 314, 322

United States History: 325, 326, 328, 329, 330, 331, 332, 334, 335, 338, and 350

Non-Western History: 350, 353, 354, 356, 357, 359, 361, 363

An appropriate course below the 300 level may be used to satisfy one of these groups.

A major in the department of history requires the completion of at least 30 semester hours of work in history.

Cross-listed courses taught outside the department may not be used to satisfy the minimum requirements for the major.

■ Requirements for the Minor

A minor in history must contain at least 21 hours of work in history, at least twelve of which must be above the 200 level. The program must reflect a degree of thoughtful planning and coherence, and must have the approval of the chair of the department.

101f. EUROPE FROM CHARLEMAGNE TO NAPOLEON (3)

Development of western culture through Renaissance and Reformation, the formation of states, the early development of science, and the age of revolution in England, America, and France.

102s. HISTORY OF MODERN EUROPE (3)

Industrialization, nationalism, feminism, world war, communism, Cold War, and European integration and their effects on European institutions and society in the nineteenth and twentieth centuries.

108f. THE UNITED STATES TO 1876 (3)

Survey of the history of the United States from the earliest European colonization through Reconstruction.
Not open to students who have taken 208

109s. THE UNITED STATES IN MODERN TIMES (3)

Survey of the history of the United States since Reconstruction.
Not open to students who have taken 209

110f. INTRODUCTION TO THE ASIAN WORLD (3)

Major civilizations on the Asian continent from the Mediterranean to Japan before the twentieth century.

111s. THE ASIAN WORLD IN MODERN TIMES (3)

History and politics of Asian societies and their interaction with the West in the twentieth century.

212f. THE HISTORY OF ENGLAND (3)

Social and political development of the English people from the Anglo-Saxon centuries through the civil wars of the seventeenth century.

213s. THE HISTORY OF ENGLAND (3)

Experiences of the English people from the reign of King Charles II to the reign of Queen Elizabeth II.

221f. (CLASSICS 221) HISTORY OF GREEK CIVILIZATION (3)

See Classics 221 for description.

222f. (CLASSICS 222) HISTORY OF ROMAN CIVILIZATION (3)

See Classics 222 for description.

250f. AFRICAN SOCIETIES FROM

1500 TO THE PARTITION (3)

Structures of Sub-Saharan African societies, the developments leading to the partition of the continent, and the imposition of colonial rule.

Not open to students who have taken 120

251s. AFRICAN SOCIETIES FROM THE COLONIAL ERA TO THE PRESENT (3)

Changes which followed western domination, African responses to the new structures, and the road to independence.

Not open to students who have taken 121

253f. AFRICAN AMERICAN HISTORY TO 1865 (3)

Developments which shaped the history of the black population of the United States through the Civil War. Topics include African beginnings, the Atlantic slave trade, the institution of slavery and the slave community, and black activism.

Not open to students who have taken 333

254s. AFRICAN AMERICAN HISTORY SINCE EMPANCIPATION (3)

Developments which have influenced the history of the black population of the United States since the Civil War. Topics include the Great Migration, the Harlem Renaissance, and the Civil Rights Movement.

Not open to students who have taken 333

303. (ANTHROPOLOGY 303) EARLY HISTORY OF THE AMERICAS (3)

See Anthropology 303 for description.

305. MEDIEVAL CIVILIZATION (3)

Emergence of European cultural traditions, political institutions, and social organization between the decline of the Roman Empire and the end of the High Middle Ages.

306s. THE RENAISSANCE (3)

Civilization of Italy and of Northern Europe from the time of Dante to the time of Shakespeare.

Offered 1994-95 and alternate years

**307s. (BIBLE AND RELIGION 370)
THE REFORMATION (3)**

Changes in church, state, and society from the time of Luther to the end of the wars of religion.

Offered 1993-94 and alternate years

**309f. THE FRENCH REVOLUTION
AND NAPOLEON (3)**

Causes and events of the French Revolution and its impact upon Europe; the career of Napoleon Bonaparte.

**311s. NINETEENTH-CENTURY
EUROPE (3)**

Europe from the Congress of Vienna to the eve of World War I with emphasis on industrialization, liberalism, nationalism, and imperialism.

**312. HISTORY OF THE SOVIET
UNION (3)**

Revolution, ethnicity, reform, stagnation, and disintegration in Russian and Soviet politics, culture, economy, and society from 1905 to the present.

**313f. EUROPE FROM 1914
TO 1945 (3)**

World War I, Nazism, the interwar years, World War II, and the Holocaust, with emphasis on ideology, culture, and diplomacy.

**314s. (POLITICAL SCIENCE 314)
EUROPE SINCE 1945 (3)**

Society, economy, culture, and foreign affairs in Western and Eastern Europe in the nuclear age.

**315Lf. (GERMAN 315L) EUROPE
1914-1945, GERMAN
COMPONENT (1)**

Study of Weimar and Nazi Germany based on selected primary sources in German.

Prerequisite: German 201 or equivalent

Corequisite: 313

**322f. (WOMEN'S STUDIES 322)
WOMEN IN MODERN EUROPEAN
HISTORY (3)**

Changing roles of European women at home, at work, in public life, and in the arts from the Renaissance to the present.

Offered 1993-94 and alternate years

**325f. THE AMERICAN
REVOLUTION AND EARLY
NATIONAL PERIOD, 1763-1815 (3)**

Severance of the political, social, and economic ties with England and the development of a national identity.

**326s. JACKSONIAN AMERICA
AND THE ERA OF THE
CIVIL WAR (3)**

Economic, political, and social change in the United States from the rise of Jacksonian America, and the struggle over slavery through the Civil War.

Offered 1994-95 and alternate years

328. THE OLD SOUTH (3)

History of the American South from the earliest encounters of Native Americans, Europeans, and Africans through the Civil War. Topics include cultural conflict and exchange, slavery and racism, class conflict, southern women, and politics.

329s. THE NEW SOUTH (3)

Political, economic, and cultural changes in the South since the Civil War.

Offered 1994-95 and alternate years

**330s. (WOMEN'S STUDIES 330)
THE HISTORY OF WOMEN IN
AMERICA (3)**

Women's roles and contributions in United States history from the colonial period to the present with emphasis on the impact of industrialization, reform movements, and differences across race, ethnicity, class, and region.

Offered 1993-94 and alternate years

**331f. RACE, ETHNICITY, AND
IMMIGRATION IN THE U.S.,
1600-1880 (3)**

History of the "old immigration" which was dominated by groups from western Europe; the relationship between various ethnic groups; their acculturation; and how they influenced American society.

**332s. RACE, ETHNICITY AND
IMMIGRATION IN THE U.S.
SINCE 1885 (3)**

History of the "new immigration;" the changing sources and composition of immigrants; their social and economic

adjustment; and their contributions to the increasingly multicultural character of contemporary America.

334. (POLITICAL SCIENCE 332)

**THE UNITED STATES
FROM 1914 TO 1945 (3)**

World War I, the New Era of the 1920s, the New Deal, and World War II.

Offered 1993-94 and alternate years

**335f. BLACK PROTEST
THOUGHT IN AMERICA
FROM SLAVERY TO THE
PRESENT (3)**

Political, social, and ideological currents which influenced and shaped the Black struggle for freedom, citizenship, and equality.

**338. (POLITICAL SCIENCE 340)
THE UNITED STATES
SINCE 1945 (3)**

Domestic change and international involvements since World War II.

Offered 1994-95 and alternate years

**340s. (POLITICAL SCIENCE 328)
U.S.-LATIN AMERICAN
RELATIONS (3)**

See Political Science 328 for description.

350. THE AFRICAN DIASPORA (3)

History of the dispersal of Africans from the continent to various regions of the world; the catalysts of dispersal; the distribution of Africans, especially in the Americas; and the communities which evolved out of the diaspora.

353s. SOUTH ASIA (3)

History of the Indian Subcontinent from ancient times to the present, with particular attention to British rule, the independence movement, and contemporary public issues in Pakistan, India, and Bangladesh.

Offered 1993-94 and alternate years

**354s. TOPICS IN AFRICAN AND
ASIAN HISTORY (3)**

Offered 1994-95 and alternate years

**356f. THE UNITED STATES AND
CHINA (3)**

American-Chinese relations from Wash-

ington to Nixon; American interests and Chinese responses during the last two centuries.

Offered 1994-95 and alternate years

**357f. THE UNITED STATES AND
JAPAN (3)**

Historical relationship from Admiral Perry to President Nixon.

Offered 1994-95 and alternate years

Not open to students who studied this subject as a topic under 354

**359s. (POLITICAL SCIENCE 359)
CONTEMPORARY AFRICA
SOUTH OF THE SAHARA (3)**

Independence and liberation movements; political, economic, and social trends since the mid-twentieth century.

**361f. EMERGENCE OF JAPAN AS A
WORLD POWER (3)**

Political and economic transformation of Japan in the nineteenth and twentieth centuries.

**363s. THE CHINESE
REVOLUTION IN THE
TWENTIETH CENTURY (3)**

Development of Chinese communism, the establishment of the People's Republic, and the revolutionary remodeling of Chinese society.

**371s. ENGLAND UNDER THE
TUDORS (3)**

History of England from 1485 to 1603 with emphasis upon the break from Rome under Henry VIII and the beginning of England's imperial role under Queen Elizabeth I.

Offered 1993-94 and alternate years

**373s. ENGLAND UNDER THE
STUARTS (3)**

History of England in the seventeenth century, emphasizing the religious, social, and political concepts carried to America by the early colonists.

Offered 1994-95 and alternate years

410f,s. SPECIAL STUDY (2-4)

Supervised study in some field or period of history.

490f.s. INDEPENDENT STUDY (4-8)

Independent research under the supervision of a member of the department. Refer to Independent Study, p. 48.

Interdisciplinary Majors & Courses

The College offers ten established interdisciplinary major programs: Art-Psychology, Art History-Bible and Religion, Art History-English Literature, Art History-History, Biology-Psychology, History-English Literature, International Relations, Latin American Studies, Mathematics-Economics and Mathematics-Physics. A student interested in other interdisciplinary work may design her own major in consultation with the assistant dean of the college.

Courses

INTD 100s. INFORMATION SCIENCE (3)

A conceptual framework for using micro-computers as significant information machines for the realization of ideas.

INTD 401s. ISSUES IN SCIENCE AND TECHNOLOGY (3)

An integrative examination of motivation and impact related to scientific and technological advances.

Majors

Art - Psychology

Advisors:

Chair, Department of Art

Chair, Department of Psychology

Provides an integrated study of human behavior, balancing the personal, expressive side in

the visual arts with scientific study in psychology. Students elect a minimum of 24 semester hours in the visual arts and 24 semester hours in psychology, as well as a one hour interdisciplinary project in art and psychology. Other related courses may be elected, not to exceed a combined total of 60 semester hours. Students who are planning to major in this interdisciplinary major should consult with the chairs of both departments as early in their college careers as possible, preferably as a first-year student.

Required Courses:

Art 102, 103, 161, 162, 240, 270, 480; one course in the following: 241, 242

Psychology 121, 306, 307, 404, 405; 6 elective hours

Art 483 (Psychology 483)

Art History - Bible and Religion

Advisors:

Chair, Department of Art

Chair, Department of Bible and Religion

Provides an integrated study of art history and religion with concentration in specific historical periods or thematic issues. The student gains a general knowledge of art history, the fundamentals of studio art, and a foundation in Biblical studies and religious thought. Prescribed courses in the departments of Art and Bible and Religion total 42 hours, including 21 hours in Art and 21 hours in Bible and Religion. The student elects in addition at least 6 hours in Bible and Religion at the 300 level. Depending on the topic offered in Art 200 and with the approval of the department chair, the latter may fulfill a period requirement in art history. Other courses may be elected in art history, studio art, music, and sociology and anthropology, not to exceed a combined total of 60 hours.

Required Courses:

Bible and Religion: Two courses: 120 or 130; 208 or 209

Art: 102, 103, 161, 480

Required Period Courses:

ANCIENT

Art 201

Bible 100 and 101

MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following in Art: 202, 203, 312

Two of the following in Bible and Religion:
307, 335, 355

MODERN EUROPEAN

One of the following in Art: 207, 208, 311

One of the following in Bible and Religion:
207, 224, 360, 365

Art History - English Literature

Advisors:

Chair, Department of Art

Chair, Department of English

Provides an opportunity for integrated study of art and history and literature. Working in consultation with the department chairs, the student designs an interdisciplinary major that has a chronological or thematic focus complemented by courses in the two disciplines. Students elect a minimum of 21 semester hours in art and 18 semester hours in English and American literature.

Courses may be elected in art history, art theory, studio art, and English and American literature, not to exceed a combined total of 60 semester hours.

Required Courses:

English 211, 212, 213, or 214

Art 102, 103, 161, 480

9 semester hours in art history and theory

15 semester hours in English and American literature above the 200 level

Recommended: English 480

Art History - History

Advisors:

Chair, Department of Art

Chair, Department of History

Provides the student with a general knowledge of history, art history, and the fundamentals of studio art. Opportunity to concentrate in specific historical periods or thematic issues is provided in both disciplines. Prescribed courses in the departments of Art and History total 42 hours, including 21 hours in art and 21 hours in history. The student elects in addition

at least another 3 hours of history at the 300 level in order to present a minimum of 18 hours in advanced history courses. Depending on the topic offered in Art 200 and with the approval of the department chair, the latter may fulfill a period of requirement in art history. Other courses may be elected in art history and studio art, not to exceed a combined total of 60 semester hours.

Required Courses:

History 101 and 102

Art 102, 103, 161 and 480

Required Period Courses:

ANCIENT

Art 201

One of the following courses in history:
221, 222

MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art: 202, 203, 312

Two of the following courses in history:
305, 306, 307

AMERICAN AND MODERN EUROPEAN

One of the following courses in art history:
Art 207, 208, 311

One of the following courses in history:
309, 311, 313, 314, 322

One of the following courses in history:
325, 326, 328, 329, 330, 331, 332, 334, 338, 350

Biology - Psychology

Advisors:

Chair, Department of Biology

Department of Psychology

Provides an integrated study of the behavior of humans and other animals. Students elect a minimum of 24 semester hours in biology and 18 in psychology, as well as the one-hour interdisciplinary seminar. Other courses may be elected in the two fields, not to exceed a combined total of 60 semester hours.

Students interested in the biology-psychology interdisciplinary major should consult the chairs of the respective departments as early as possible in their college careers (ideally before the beginning of the sophomore year).

Required Courses:

Biology 100, 105, 200, 204, 206, 300, 305, 481 (Psychology 481)

Psychology 121, 220, 306, 307, 405, 481
(Biology 481)

Chemistry 101, 101L, 102, 102L

Suggested Courses:

Biology: 302, 306

Psychology: at least one course in each of the following areas of psychology:

Social 130, 305

Personality and Abnormal 310, 312, 316, 406

Developmental 209, 210, 324

It is strongly recommended that students who plan to pursue graduate work combining these two fields take Chemistry 202 with laboratory.

History - English Literature

Advisors:

Chair, Department of History

Chair, Department of English

Provides an integrated study of history and literature. Students will offer a minimum of 15 semester hours in European, English, and American history above the 100 level and 15 semester hours in English and American literature above the 200 level. Other courses may be elected in history and literature, not to exceed a combined total of 60 semester hours, and in appropriate correlative studies.

Basic Courses Required:

English 101 and 102 or 103 and 104

History 101 and 102 or 108 and 109 or 212 and 213 or 253 and 254

Required Courses in Historic Periods:

MEDIEVAL AND EARLY MODERN EUROPEAN

Two of the following:

History 305, 306, 307, 371, 373

One of the following:

English 306, 308, 309

One of the following:

English 313, 314, 316

One of the following:

English 318, 319, 328, 329

Students are encouraged to consider appropriate correlative studies in Art, Music, Theatre, Bible and Religion, and Philosophy.

AMERICAN AND MODERN EUROPEAN

One of the following: History 309, 311, 313, 314, 322

Two of the following: History 325, 326, 328, 329, 330, 331, 332, 334, 335, 338

Two of the following: English 320 or 323 or 336; 321 or 322 or 338; 331 or 332 or 333 or 334

Students are encouraged to consider appropriate correlative studies in Art, Music, Theatre, Bible and Religion, and Philosophy.

Mathematics - Economics

Advisors:

Chair, Department of Mathematics

Chair, Department of Economics

Requirements for the Major

Economics 104, 105, 303, 306, 307

Mathematics 118, 119, 205, 206, 305, 309

Either Economics 338 or Mathematics 328

An additional three elective courses in mathematics or economics are required with at least one in economics. These courses must be at the 200-level or above and must be approved by the advisors to the major in the respective departments.

Mathematics - Physics

Advisors:

Chair, Department of Mathematics

Chair, Department of Physics and Astronomy

Provides an integrated study of mathematics and its application in theoretical physics. Students elect at least 27 semester hours in mathematics and 23 semester hours in physics.

Other courses may be elected in mathematics and physics, not to exceed a combined total of 60 semester hours.

The minimum number of hours required to fulfill an interdisciplinary major in Mathematics-Physics is 50.

Basic Courses Required:

Mathematics 205, 206, 309 (the additional hours must be approved by the department of Mathematics)

Physics 110, 111, and 15 additional hours as approved by the department of Physics and Astronomy

International Relations

Advisor:

Associate Professor Cunningham,
Department of Economics

International Relations is the study of the relations among both nations and non-governmental parties. The comprehension of these relationships relies upon the perspectives, theories, insights, and methods of a number of different disciplines. This major draws primarily from the disciplines of economics, history, and political science.

A prospective major should consult the advisor of the program in order to develop a course of study with an appropriate balance among the disciplines of economics, history, and political science. She should acquire proficiency in a foreign language, especially if she plans to study abroad. It is also recommended that a student complete the intermediate level of a second foreign language.

International Relations majors are encouraged to participate in the various intercultural courses offered through the Global Awareness Program and to take advantage of other opportunities to study abroad.

■ Requirements for the Major

(Minimum of 36 hours, maximum of 60 hours)

INTRODUCTORY COURSES**Required courses:**

Political Science 103 and 105
Economics 104 and 105

Recommended:

Anthropology 101
History 110 and 11 for students focusing on Asia
History 101 and 102 for students focusing on Europe
Political Science 107 for students focusing on Latin America

THEORY COURSES

Four courses, at least three of which must be in Political Science or three in Economics:

Political Science 322, 326, 327, 354, 380, 385, 399; Economics 315, 316, 334, 350, 351; Anthropology 274, 307

GEOGRAPHIC AREAS

Four courses from among three of the following groups:

Europe: History 311, 312, 313, 314

Asia: History 353, 356, 357, 361, 363

Africa: History 214, 215, 250, 251, 350, 359

Latin America: Political Science 328, 329, 342; Economics 360; Anthropology 303, 304

Global Awareness 201 may be counted toward the appropriate geographic requirement.

LANGUAGE

One course beyond the intermediate level in a modern foreign language (does not count toward the major)

Additional courses that count toward the major:

Economics: 315, 316, 334, 350, 351

History: 250, 251, 311, 312, 313, 314, 350, 353, 356, 357, 359, 361, 363

Political Science: 322, 326, 354, 378, 380, 399

French: 308

Spanish: 307

German: 309, 310, 324

Latin American Studies

Advisor:

Assistant Professor Ocasio, *Department of Spanish*

The program in Latin American Studies seeks to give students a broad, integrated knowledge of Latin American history, society, politics, economics, culture; an understanding of the profound differences and occasional commonalities between North America and its neighbors to the south; an appreciation of the richness and diversity of

Latin American society and peoples; and to encourage the achievement of proficiency in the Spanish language. By so doing, the program seeks to equip students for graduate study, teaching, and/or careers in the public and private sector where knowledge of Latin America is a prerequisite.

■ *Requirements for the Major*

Required Courses:

Political Science 107 and 320

At least one course must be taken from each of the following groups:

Anthropology: 303, 304

Economics: 334, 360

International Politics: Political Science 328 (History 340), 329

Latin American Literature: Spanish 344, 354; two additional courses in Spanish beyond the intermediate level (except 307 and 357)

All majors must complete a minimum of 24 hours in addition to the basic courses, not to exceed a total of 60 semester hours. Majors must take at least one topics course. A minimum of 12 hours beyond the basic courses must be completed at Agnes Scott College.

Students are strongly encouraged to acquire experience in a Spanish-speaking country through the Global Awareness Program or an approved study abroad program.

Other courses in Latin American Studies:

Political Science 211 (Sociology 214), 342 (Bible and Religion 350)

Additional courses that count toward the major:

Students may take up to three courses from the following:

Political Science 322, 354 (Philosophy 305)

Economics 315 (Political Science 315), 350, 351

Spanish 311

■ *Requirements for the Minor*

Political Science 107

One course in Spanish beyond 201 (except 307 and 357)

One course from each of the following areas:

Political Science: 320, 328, 329

Anthropology: 303, 304

Economics: 334, 360

One other course from the Latin American Studies curriculum:

Political Science: 211 (Sociology 214), 322, 342 (Bible and Religion 350), 354 (Philosophy 305)

Economics: 315 (Political Science 315), 350, 351

Spanish: 311

Japanese

101f. ELEMENTARY JAPANESE I (4)

Fundamentals of spoken and written Japanese. Development of reading, writing, speaking, and listening skills, with emphasis on the development of conversational fluency in socio-cultural contexts.

102s. ELEMENTARY JAPANESE II (4)

Continuation of Japanese 101.

Mathematics

Associate Professors:

Robert A. Leslie

Myrtle H. Lewin

Lawrence H. Riddle, *Chair*

Assistant Professor:

Daniel F. Waggoner

The curriculum in the Department of Mathematics is designed to help students think clearly and logically; to analyze problems; to understand and be able to use the language, theory, and techniques of mathematics; and to develop skills and acquire mathematical tools needed in the application of mathematics. The courses offered give mathematics majors a solid background for graduate study, teaching at the secondary school level, and professional employment. A student interested in mathematics and either physics or economics is invited to consider a mathematics-physics or mathematics-economics major.

■ Requirements for the Major

205, 206, 305, 321, 480

A minimum of five courses at the 300 level or above, excluding 480

One course from each of the following groups: 315, 331, 352 and 309, 312, 328

Students who are planning to major in mathematics should take calculus at the appropriate level in the first year.

115 is not counted toward the minimum 30-hour major if taken after completion of 328.

101 and 150 are not counted toward the minimum 30-hour major.

The minimum number of hours required to fulfill a major in Mathematics is 38.

■ Requirements for the Minor

The mathematics minor is designed for those students who wish to study mathematics significantly beyond the introductory level and focus on an area of special interest without accomplishing a major. A student planning a minor in mathematics is required to consult with the department to insure the coherence and relevance of the program of study planned.

Mathematics 205

At least three additional courses at the 200 or 300 level, one of which must be at the 300 level.

101f,s. FINITE MATHEMATICS (3)

Topics appropriate to the social and management sciences. The topics are selected from set theory, logic, matrix algebra, linear programming, mathematical models, and financial mathematics.

104s. INTRODUCTION TO MATHEMATICAL THOUGHT (3)

Introduction to some of the major themes and ideas in mathematics, methods used in their applications, and their historical context.

115s. ELEMENTARY STATISTICS (3)

Statistical measures and distributions, probability and its application to statistical inference, linear correlation, hypothesis testing, confidence intervals, and applications in the natural and social sciences.

Does not satisfy Distributional Standard in Mathematics

117f,s. PRECALCULUS (4)

Topics to include algebra, trigonometry, functions, and analytic geometry.

118f,s. CALCULUS I (4)

Introduction to differentiation and integration of the standard functions of mathematics, with applications.

119f,s. CALCULUS II (4)

Continuation of 118, to include topics chosen from the integral and its applications, techniques of integration, improper integrals, and indeterminate forms.

Prerequisite: 118

150f,s. INTRODUCTION TO COMPUTER PROGRAMMING (2)

An introduction to computers, principles of problem solving in a structured programming environment, programming techniques, and applications.

Does not satisfy Distributional Standard in Mathematics

205f,s. CALCULUS III (4)

Continuation of 119 to include topics chosen from the approximation of functions, series and sequences, and the calculus of parametric curves, polar equations, and functions of two variables.

Prerequisite: 119

206s. LINEAR ALGEBRA (4)

Vector spaces, linear transformations, matrices, and determinants, with applications to systems of linear equations, geometry, and other selected topics.

Prerequisite or corequisite: 205 or permission of the instructor

210f. DISCRETE STRUCTURES (3)

Basic concepts and techniques of the mathematics of discrete structures. Topics selected from sets, equivalence relations, elementary algebraic structures, enumeration, recurrence relations, generating functions, graphs, trees, Euler circuits, and the inclusion-exclusion principal.

This course includes mathematical topics of particular value to students interested in computer science.

Prerequisite: 118 or permission of the instructor.

250s. INTERMEDIATE COMPUTER PROGRAMMING (3)

Design of well-structured algorithms and their implementation in Pascal, modular programming techniques, the effective use of the fundamental data structures including records and files, and an introduction to dynamic data structures.

Prerequisite: 118, 150 or permission of the instructor

305s. CALCULUS IV (4)

Continuation of 205 to include vectors, curves, surfaces, partial differentiation, multiple integrals, and introduction to vector analysis.

Prerequisite: 205, 206 or permission of the department chair

309f. DIFFERENTIAL EQUATIONS (4)

First and second order differential equations, higher order, linear, ordinary differential equations, existence and uniqueness theorems and applications.

Prerequisite: 205

Offered 1993-94 and alternate years

312s. NUMERICAL ANALYSIS (4)

Numerical methods in mathematics including numerical solutions of equations, linear and nonlinear systems of equations, numerical differentiation and integration, and curve fitting.

Prerequisite: 205, 250 or permission of the instructor

Offered 1993-94 and alternate years

314f. INTRODUCTION TO MODERN GEOMETRY (4)

Affine, projective, and Euclidean geometries and their postulational development.

Prerequisite: 205

Offered 1993-94 and alternate years

315s. TOPOLOGY (4)

Topological and metric spaces, continuity, compactness, and connectedness, with special emphasis on the topology of \mathbb{R}^n .

Prerequisite: 205

Offered 1994-95 and alternate years

321f. INTRODUCTION TO MODERN ABSTRACT ALGEBRA (4)

Important algebraic structures, including groups, rings, integral domains, and fields.

Prerequisite: 205

325f. MATHEMATICAL MODELS AND APPLICATIONS (4)

Development of techniques of model building. Applications to illustrate the techniques are drawn principally from the natural and social sciences.

Prerequisite: 205

Offered 1994-95 and alternate years

328s. MATHEMATICAL STATISTICS AND PROBABILITY (4)

Basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing, and applications.

Prerequisite: 205

Offered 1994-95 and alternate years

331f. FUNDAMENTALS OF REAL ANALYSIS (4)

The topology of the real number system, and the axiom of completeness. Rigorous development of some central ideas in analysis, including limits, continuity of functions, and convergence of sequences and series.

Prerequisite: 205

Offered 1994-95 and alternate years

350s. DATA STRUCTURES AND ALGORITHM ANALYSIS (4)

Some fundamental algorithms in computer science and their associated data structures. Formal approach to the verification of algorithms, with an emphasis on space and time considerations. Topics to be covered include stacks, queues, linked lists, trees, graphs, searching and sorting techniques, and numerical algorithms.

Prerequisite: 119 or permission of the instructor, 210 and 250

Offered 1993-94 and alternate years

352s. INTRODUCTION TO COMPLEX ANALYSIS (4)

The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus.

Prerequisite: 205

Offered 1993-94 and alternate years

410f.s. SPECIAL STUDY (2-4)

Open to majors only

480f. MATHEMATICS SEMINAR (1)**490f.s. INDEPENDENT STUDY (4-8)**

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Music

Professor:

Ronald L. Byrnside

Associate professors:

Calvert Johnson

Theodore K. Mathews

Instructor:

Rowena S. Renn

The Department of Music provides a curriculum designed to prepare its majors for graduate study and the professional music world. It also seeks to meet the needs of nonmajors through a variety of courses in music appreciation and applied music. The guiding philosophy in all instruction is that music is a humanistic, not a mechanistic discipline, and is a central part of a true liberal education.

■ Requirements for the Major

Courses:

A minimum of 14 hours in music theory consisting of 111, 112, 211 and 212 or 211, 212 and two 300-level theory courses; 213, 214, 305, 480

Performance:

A minimum of 10 semester hours in one instrument or voice and a maximum of 18 semester hours in applied music. A minimum of eight semester hours in one applied area is permitted if the student elects to do a project in lieu of a senior recital. Students concentrating in voice will be asked to demonstrate some proficiency on the piano by the end of their sophomore or junior year.

A senior recital or project 410 or 490 (in lieu of recital)

Ensemble Experience:

A minimum of two years in an approved College ensemble

The minimum number of hours required for a music major at Agnes Scott College is 36 for those who are excepted from Music 111-112. The normal minimum for most students is 38 hours; for those who do a project in lieu of a Senior Recital, the minimum will be 39 hours; and for those who are exempted from 111-112 and who do a project in lieu of Senior Recital, the minimum will be 37 hours.

■ Requirements for the Minor

A minimum of twenty hours in the department including Music 111 and 112. A minor program may have an emphasis in performance, theory, or history, but its specific design must be created with the guidance and approval of the department chair.

Music Appreciation

106f. INTRODUCTION TO THE ART OF MUSIC I (3)

Basic concepts and terminology appropriate to various kinds of music. The relationship of music to society and the other arts. *Intended for nonmajors*

107s. INTRODUCTION TO THE ART OF MUSIC II (3)

A continuation of 106 with special emphasis on the concept of style.

Prerequisite: 106 or permission of the instructor

204s. HISTORY OF JAZZ (3)

Trends, developments, and personalities in American jazz.

205f. AMERICAN POPULAR MUSIC (3)

A chronological study of American popular music in the eighteenth, nineteenth, and twentieth centuries. Works examined in terms of musical and textual content and in the light of their sociological contexts.

Theory and History of Music

108f. FOUNDATIONS OF MUSIC (3)

Designed for students with little or no knowledge of music theory, the course teaches the elements of music in sufficient depth to enable the student to read music and compose song forms.

Not open to students who have had 111

111f. BASIC THEORY AND MUSICIANSHIP I (4)

Key signatures, scales, and part-writing with the laboratory devoted to sight singing and ear training.

3 LEC, 1 LAB

112s. BASIC THEORY AND MUSICIANSHIP II (4)

A continuation of 111 with emphasis on chord formations and organizations.

3 LEC, 1 LAB

Prerequisite: 111

207f. VOCAL MUSIC (3)

The history, musical analysis, literature and performance practice of classical solo song.

211f. ADVANCED MUSIC THEORY I (4)

Continuation of 112 with emphasis on functional tonality and chromatic harmony.

3 LEC, 1 LAB

Prerequisite: 112

212s. ADVANCED MUSIC THEORY II (4)

A continuation of 211 with emphasis on functional tonality and classical forms.

3 LEC, 1 LAB

Prerequisite: 211

213f. MUSIC BEFORE 1750 (3)

A chronological study of Western art music from the Greek civilization through the Baroque era.

Prerequisite: 112

214s. MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS (3)

A chronological study of Western art mu-

sic from the late eighteenth, nineteenth, and early twentieth centuries.

Prerequisite: 213

217f. SYNTHESIZER I (1)

Synthesizer keyboards, including their principles of operation, their methods of performance, the programming of sounds, and the composing and editing of scores using computer software.

Prerequisite: permission of instructor

220s. (WOMEN'S STUDIES 220) WOMEN IN MUSIC (3)

An historical and sociological overview of the role women have played in music as composers, performers, teachers, critics, historians, theorists, and patrons not only in the European art tradition but in other traditions as well from antiquity to the present.

305f. TWENTIETH-CENTURY MUSIC (3)

The characteristics and tendencies of music since 1900. Outstanding composers and significant works are studied.

Prerequisite: 214 or (for nonmajors) 106 and permission of the instructor

311f. ORCHESTRATION (3)

A course to develop skills in the writing, reading and analysis of orchestral scores. Emphasis is placed on writing.

Prerequisite: 212 or 112 and permission of the instructor

312s. FORM AND ANALYSIS (3)

A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.

Prerequisite: 212

313s. TECHNIQUES OF COMPOSITION (3)

380s. SPECIAL TOPICS IN MUSIC (3)

Topics of special interest in music history or theory.

410f,s. SENIOR STUDY IN MUSIC THEORY OR HISTORY (2-4)

Specialized study for majors to meet the needs of the individual students.

480s. SENIOR SEMINAR (3)

Specialized areas of music designed to meet the needs of students in the seminar.

Open to senior music majors only

490f,s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department.

Refer to Independent Study, p. 48.

Church Music

208f. HISTORY OF SACRED MUSIC (BIBLE AND RELIGION 208) (3)

Development of liturgy and worship practices, and especially of the role of music in Jewish and Christian worship.

Offered 1994-95 and alternate years

209f. HYMNOLOGY (BIBLE AND RELIGION 209) (3)

Development of Christian hymnody from its Jewish roots to the present day and of its relationship to the history of the Christian Church.

Offered 1993-94 and alternate years

Music Education

Students who may be interested in pursuing a certification program are referred to the Education Department description of our state approved program.

Applied Music

For the 1993-94 academic year, the applied music fee is \$27 per hour of instruction; the Music 150 and 180 fee is \$14 per hour of instruction. There is no fee for music majors or minors or for students who are taking or have taken Music 111.

Credit is awarded for applied music offered by the College as follows:

One credit hour for each semester at the 100 and 200 level; two credit hours for each semester above the 200 level

Applied music lessons do not satisfy the Distributional Standard in fine arts.

The prerequisite for individual lessons in voice is Music 180 or permission of the instructor.

Also, no students are permitted organ instruction without a background on keyboard. Beginning level instruction on piano and voice are offered in the following courses:

150Af,s. CLASS PIANO I (1)

Class instruction on piano for students who are beginners on the instrument. Students are taught in a piano laboratory, and those who complete 150A will normally proceed into 150B unless the instructor believes the student's skills are developed sufficiently to warrant her being placed into 151 for individual lessons.

150Bf,s. CLASS PIANO II (1)

Class instruction for students who may have had some training on the instrument but whose skills are undeveloped and in need of review. Laboratory instruction for them begins at this level. Students from 150A also elect 150B unless exempted by the instructor. Students with adequate training begin individual lessons in 151.

180f,s. CLASS VOICE (1)

The study of vocal technique including physiological and anatomical aspects of singing as well as diction and song preparation.

Beginning level instruction is also offered in strings (170A, 170B) and winds (190A, 190B), and students here will also be given group instruction when registration justifies it. One hour of instruction and six hours of practice weekly are required of all students who take applied music for credit. A performance exam will be conducted at the end of each semester. The music major may register for two additional credit hours for her senior recital.

Nonmajors may earn a maximum of fourteen credit hours. After four semesters, nonmajors who wish to continue applied music must take a course in Music Theory, or some other approved course in the Music Department.

Noncredit: Students who wish to take applied music without credit are required to pay a fee.

Courses in applied music are numbered as follows:

Harpichord: 141, 142; 241, 242; 341, 342; 441, 442; 449 (Senior Recital)

Piano: 150A, 150B (for beginners), 151, 152; 251, 252; 351, 352; 451, 452; 459 (Senior Recital)

Organ: 161, 162; 261, 262; 361, 362; 461, 462; 469 (Senior Recital)

Percussion: 193, 194; 293, 294; 393, 394; 493, 494; 498 (Senior Recital)

Strings: 170A, 170B (for beginners), 171, 172; 271, 272; 371, 372; 471, 472; 479 (Senior Recital)

Voice: 180 (for beginners), 181, 182; 281, 282; 381, 382; 481, 482; 489 (Senior Recital)

Winds: 190A, 190B (for beginners), 191, 192; 291, 292; 391, 392; 491, 492; 499 (Senior Recital)

Prerequisite: written permission of the department chair

phy embody two goals. The first is that the student learn, through close work with primary sources, the ideas of the major philosophers. The second is that the student develop and practice techniques of critical analysis and constructive reasoning. In fulfilling the requirements, the student majoring in philosophy acquires a thorough grounding in the major areas of the discipline and also develops her own critical and creative philosophical skills.

■ *Requirements for the Major*

Students considering a major in philosophy should try to complete 103, 206, and 209 before the end of the sophomore year.

Logic: 103 or 220

History of Philosophy: 206 and 209

Value Theory: 104 or 130

Metaphysics and Epistemology: three courses from the following: 320, 323, 324, 325, 326 339, 340, 341

The minimum number of hours required for a Philosophy major is 30.

■ *Requirements for the Minor*

Logic: 103 or 220

History of Philosophy: 206 and 209

Value Theory: 104 or 130

Metaphysics and Epistemology: two courses from the following: 320, 323, 324, 325, 339, 340, 341

103s. INTRODUCTION TO LOGIC (3)

An introduction both to the rudiments of critical thinking, with emphasis on analysis of ordinary discourse into formal symbolism, and to the properties of formal systems.

104f. ETHICS (3)

Consideration of some contemporary moral issues, such as euthanasia, abortion, war, and world hunger, and their relation to ethical theories from Plato to the present.

105f. PHENOMENOLOGY AND EXISTENTIALISM (3)

Phenomenology and existentialism through readings in Husserl, Heidegger, and Sartre.

110s. SCIENCE AND PHILOSOPHY (3)

Introduction to the philosophic issues con-

Ensembles

The Agnes Scott Glee Club studies sacred and secular choral music, and it performs several times during the year. It is open to students without fee and membership is by audition. Other ensembles open to qualified students include London Fog, a jazz vocal group; Joyful Noise, a gospel vocal group; flute choir, and the Agnes Scott College Community Orchestra.

Philosophy

Professors:

David P. Behan

Richard D. Parry

There are two different but complementary approaches to courses in philosophy. The systematic approach is through courses which deal with specific problems (e.g., 104, 130, 232). The historical approach is through courses in the history of philosophy (e.g., 206, 209, 210). Students considering courses in philosophy should seek the advice of the members of the department concerning particular courses.

The requirements for the major in philoso-

cerning the nature and certainty of scientific knowledge.

**130f. (POLITICAL SCIENCE 130)
POLITICAL AND LEGAL
PHILOSOPHY (3)**

The major figures in political and legal philosophy from Plato to Marx.

**201s. (CLASSICS 201) THE GREEK
SETTING OF THE SOCRATIC
DIALOGUES (3)**

Intensive study of some early dialogues of Plato with special reference to the political and historical context in which they were written.

**206f. (CLASSICS 223) HISTORY OF
ANCIENT PHILOSOPHY (3)**

The thought of major figures in Western philosophy from the pre-Socratic era to the Middle Ages.

**209s. SEVENTEENTH- AND
EIGHTEENTH-CENTURY
PHILOSOPHY (3)**

The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Spinoza, Locke, Berkeley, Hume, and Kant.

220s. SYMBOLIC LOGIC (3)

The language and rules of derivation for sentential and predicate logic.

Prerequisite: permission of the instructor

Offered by arrangement with instructor

**232s. (THEATRE 242)
AESTHETICS (3)**

Consideration of such issues as the nature of the experience in the various arts, the status of the artistic object, and the objectivity of judgment in art.

**305s. (POLITICAL SCIENCE 354)
MARX AND VARIETIES OF
SOCIALISM (3)**

The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism, and Yugoslav self-management are considered.

Offered 1993-94 and alternate years

**308f. THE CLASSIC PERIOD OF
AMERICAN PHILOSOPHY (3)**

Pragmatism in the works of Peirce, James, Royce, and Dewey.

Prerequisite: 206 or permission of the instructor

Offered by arrangement with instructor
Alternates with 341

**312s. (POLITICAL SCIENCE 312)
PHILOSOPHY OF LAW (3)**

Critical examination of natural law theory, legal positivism, legal realism, and critical legal studies. Particular emphasis on Hart and Dworkin.

Prerequisite: 130 or permission of the instructor

Alternates with 313

**313s. PHILOSOPHICAL ASPECTS OF
ABORTION (3)**

Moral, legal and political aspects of abortion.

Prerequisite: 130 and 312

Alternates with 312

**315s. (BIBLE AND RELIGION 345)
PHILOSOPHY OF RELIGION (3)**

See Bible and Religion 345 for description.

Prerequisite: one course in philosophy, or Bible and Religion 101 or 110

**317s. (POLITICAL SCIENCE 357)
NEO-MARXISM (3)**

Examination of major Marxist theorists of the twentieth century and of the problems and conditions that have shaped their thought.

Prerequisite: 305 or permission of the instructor

Offered 1994-95 and alternate years

320s. PLATO (3)

Intensive study of selected dialogues.

Prerequisite: 206 or 104

Offered 1993-94 and alternate years

**323f,s. KANT'S CRITICAL
PHILOSOPHY (3)**

Intensive study of Kant's *Critique of Pure Reason*.

Prerequisite: 209

Offered by arrangement with instructor
Alternates with 326

324s. ARISTOTLE (3)

Intensive study of topics selected from the logical, epistemological, and metaphysical works.

Prerequisite: 206

Offered 1994-95 and alternate years

325f. MEDIEVAL PHILOSOPHY (3)

Beginning with the neo-Platonism of St. Augustine, the course considers developments in and relations among writings of such thinkers as Abailard, St. Anselm, Abu Ali al-Husayn ibn Sina, Moses Maimonides, St. Thomas Aquinas, John Duns Scotus, and William of Ockham.

Prerequisite: 206

326f. DESCARTES (3)

Descartes' major philosophic works in the context of his natural science.

Prerequisite: 209

Offered by arrangement with the instructor

Alternates with 323

339s. THEORY OF KNOWLEDGE (3)

A critical study of major issues in contemporary epistemology.

Prerequisite: 110, 209, and 220, or permission of the instructor

Offered by arrangement with instructor

Alternates with 340

340s. THE METAPHYSICAL PROBLEM OF THE SELF (3)

Contemporary metaphysical theories of the self assessed in comparison with those of Descartes, Locke, and Hume. Particular emphasis upon the concept of person and the philosophic problem of personal identity.

Prerequisite: permission of the instructor

Alternates with 339

341f. CURRENT PHILOSOPHICAL ISSUES (3)

Consideration of issues such as realism and the autonomy of language, raised by contemporary thinkers, including Wittgenstein, Kripke, Rorty, and Putnam.

Prerequisite: 209

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in fields or periods of philosophy.

490f,s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Physical Education

Associate Professor:

Marilyn B. Darling, *Chair*

Instructors:

Catherine Benton

Cynthia Peterson

Nancy Rast

Bing Wei

Agnes Scott College has a tradition of recognizing that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for fitness and recreation. Four semester hours of physical education are required for graduation. No more than four semester hours will count toward the 124 hours necessary for graduation. Letter grades are given but do not count in the quality-point ratio.

Students with no prior physical education on the college level will take one course in Fitness and Health Assessment. Other courses taken to fulfill the four semesters requirement may be taken from any area; however, it is strongly recommended that students take at least one course from the Lifetime Activities area.

The Robert W. Woodruff Physical Activities Building with its basketball courts, eight-lane 25-meter swimming pool, and weight room with Nautilus equipment; the track and field; and the dance studios and racquetball courts in the Alston Campus Center provide quality facilities for classes, recreational opportunities, and club and inter-collegiate sports.

Fitness and Health Assessment

- 101. AEROBIC DANCE** (1)
Fitness through continuous movement.
- 102. BODY FITNESS** (1)
Fitness through use of weight training.
- 103. FITNESS SWIMMING** (1)
Fitness through lap swimming and interval workouts.
Prerequisite: Intermediate level swimming strokes
- 105. HYDROBICS** (1)
Fitness through vigorous water exercises.
- 106. JOGGING FOR FITNESS** (1)
Fitness through individualized running programs.
- 108. LOW IMPACT AEROBICS** (1)
Fitness through movement in which one foot is in contact with the floor at all times.
- 109. STEP AEROBICS** (1)
Fitness achieved through continuous movement using levels to vary intensity, resistance, and speed.

Lifetime Activities

- 111. RACQUETBALL** (1)
Skills, etiquette, safety, and injury prevention of racquetball.
- 112. FENCING** (1)
Foil fencing for the individual with little or no experience. Skills, techniques, and boutng covered.
- 114. FOLK, SQUARE, AND SOCIAL DANCE** (1)
International folk dances, American square dances, and social dance from 1930 to the present taught.
Offered 1994-95 and alternate years.
- 115. GOLF** (1)
Basic skills covered. Rules and golf etiquette are included. Several trips made

to the driving range. (*Fee required*)

- 116. (DANCE 213) JAZZ** (1)
Beginning elements of jazz dance explored along with jazz technique, terminology, and history.
- 117. RIDING I** (1)
Beginning riding; dressage seat geared toward combined training. Taught off-campus. (*Fee required*)
- 118. RIDING II** (1)
Intermediate riding. Continuation of Riding I. Taught off-campus. (*Fee required*)
Prerequisite: Riding I or permission of the instructor
- 119. RIDING III** (1)
Advanced Riding. Students perform basic dressage on difficult horses. Includes possibilities for jumping. Taught off-campus. (*Fee required*)
Prerequisite: Riding II or permission of the instructor
- 120. SWIMMING** (1)
Swimming for the beginner and intermediate. Five basic strokes covered.
- 122. TAP AND CLOG** (1)
Basic elements of tap and clog. A dance in each area is taught each session.
Offered 1993-94 and alternate years
- 123. TENNIS** (1)
Tennis for the individual with little or no prior experience. Forehand, backhand drives, and the serve with game procedures and rules covered.
- 125. TRACK AND FIELD** (1)
Introduction of track and field events.
- 127. VOLLEYBALL/BADMINTON** (1)
Basic skills, rules, and strategies needed to participate in volleyball and badminton.

Team Sports

- 130. BASKETBALL/VOLLEYBALL** (1)
Basic skills of basketball and volleyball covered. Strategies, team play, and rules for both sports included.

131. BASKETBALL/BADMINTON (1)

Basic skills, rules, and strategies of basketball and badminton.

132. SOFTBALL (1)

Basic skills covered. Team play and rules incorporated.

134. SOCCER/VOLLEYBALL (1)

Basic skills, rules, and strategies of soccer and volleyball.

Specialized Activities

140. (DANCE 211) BALLET (1)

Beginning ballet technique, terminology, and history as well as the Cecchetti positions.

142. LIFEGUARD TRAINING (1)

Red Cross certified lifeguard training course.

Prerequisite: Advanced level swimming; ability to swim 500 yards; current first aid and CPR certificates required no later than ten days after the completion of the course to receive certification (*Fee required*)

143. RESPONDING TO EMERGENCIES (1)

Enables students to recognize when an emergency has occurred, follow an emergency action plan for any emergency, and provide care for injuries or sudden illness until professional medical help arrives.

144. (DANCE 212) MODERN DANCE (1)

Beginning modern dance technique, improvisation, and elements of contemporary dance are emphasized.

146. SYNCHRONIZED SWIMMING (1)

Basic synchronized swimming strokes and figures are covered. Students perform a routine at the end of the semester.

Prerequisite: Advanced level swimming strokes
Offered 1994-95 and alternate years

147. WATER SAFETY INSTRUCTORS (1)

Red Cross water safety instructor course.

Students perfect swimming skills, learn techniques of teaching all levels of swimming.

Prerequisite: Introduction to Health Services Education course taught at Red Cross service centers (4 hours); Advanced lifesaving; permission of the instructor; screening test is given (*Fee required*)
Offered 1993-94 and alternate years

148. SKIN AND SCUBA DIVING (1)

Techniques and requirements for scuba diving certification. Scuba certification will be awarded upon successful completion of the course, which includes open water dives (off-campus trip).

Prerequisite: Proficient water skills, lifeguard training or permission of the instructor (*Fee required*)
Offered 1994-95 and alternate years

Club Activities and Inter-Collegiate Sports

Students wishing to complete part or all of their second year of physical education by participation in club activities or intercollegiate sports may do so if they meet the prerequisites.

200. BASKETBALL TEAM (1)

Prerequisite: permission of the instructor

202. CROSS COUNTRY (1)

Prerequisite: permission of the instructor

203. AQUATIC SCOTTIES CLUB (1)

Prerequisite: selection by tryout and permission of the instructor

205. SOCCER TEAM (1)

Prerequisite: permission of the instructor

206. STUDIO DANCE THEATRE (1)

Prerequisite: selection by audition and permission of the instructor

207. TENNIS TEAM (1)

Prerequisite: team selection by tryout and permission of the instructor

209. VOLLEYBALL TEAM (1)

Prerequisite: permission of the instructor

Physics & Astronomy

Associate Professors:

Arthur L. Bowling, Jr.
Alberto C. Sadun

Physics and astronomy are attempts to understand and to predict as many natural phenomena as possible, using a few conceptual models tested by experiment and observation. The preparation acquired through concentration in physics or astrophysics provides a general, flexible foundation for graduate study or for professional work in physics, astronomy, or engineering.

A student interested in both physics and mathematics is invited to consider a mathematics-physics major.

Astronomy courses incorporate the use of the Bradley Observatory and the College's 30-inch Beck telescope located at Hard Labor Creek Observatory.

■ Requirements for the Major

PHYSICS

Courses required in the discipline:

Physics 110, 111; 26 additional hours as approved by the department

Students considering majoring in physics should take 110 during their first year.

Courses required outside the discipline:

Mathematics 150 or 250, 205

The minimum number of hours required for a Physics major is 34 hours in Physics plus 2 courses in Mathematics.

ASTROPHYSICS

Courses required in the discipline:

Physics 110, 111; 8 additional physics hours as approved by the department
Astronomy 120, 121; 12 additional astronomy hours as approved by the department

Astrophysics majors should take Astronomy 120, 121 and Calculus during the first year.

Courses required outside the discipline:

Mathematics 150 or 250, 205

The minimum number of hours required for an Astrophysics major is 36 hours in

the discipline and 2 Mathematics courses.

■ Requirements for the Minor

PHYSICS

Physics 110, 111; at least 14 additional hours in physics (for a total of 22 physics hours) as approved by the department

ASTROPHYSICS

Physics 110, 111; Astronomy 120, 121; a minimum of 12 hours of astronomy courses beyond Astronomy 121

The recommended sequence:

Physics 110, 111, Astronomy 120, 121, 200, 212, 300. The program must have the approval of the chair of the department.

Physics

110f. INTRODUCTION TO MECHANICS AND ELECTRICITY (4)

Motion, gravitation, and electrical phenomena. Calculus is used.
3 LEC, 1 LAB

Prerequisite: Mathematics 119 or permission of the instructor

111s. INTRODUCTION TO MAGNETISM, HEAT, SOUND, AND LIGHT (4)

Elements of magnetism, thermodynamics, and the physics of wave phenomena. Calculus is used.

3 LEC, 1 LAB

Prerequisite: 110

242f. ANALOG ELECTRONICS (1)

DC and AC circuits, semiconductor devices and applications, operational amplifiers, power supplies.

1 LAB

Prerequisite: 110

243s. DIGITAL ELECTRONICS (1)

Number systems, Boolean algebra, logic gates, memories, introduction to microprocessors.

1 LAB

Prerequisite: 242

320f. CLASSICAL MECHANICS (3)

Newton's system for describing motion,

special relativity, oscillations, motion under the influence of central forces.

Prerequisite: 111

Offered 1994-95 and alternate years

321s. CLASSICAL MECHANICS II (3)

The formulations of Lagrange and Hamilton, accelerated reference frames, rigid body motion, coupled oscillations and waves.

Prerequisite: 320

Offered 1994-95 and alternate years

330f. THERMAL PHYSICS (3)

Equilibrium thermodynamics, presented from phenomenological and from statistical points of view.

Prerequisite: 111

Offered 1994-95 and alternate years

331s. STATISTICAL MECHANICS (3)

Calculation of thermal phenomena using the methods of Boltzmann and Gibbs; elements of quantum statistical mechanics.

Prerequisite: 330

Offered 1994-95 and alternate years

340f. ELECTROMAGNETISM (3)

Static electric and magnetic fields, introduction to boundary value problem, Maxwell's equations.

Prerequisite: 111

Offered 1993-94 and alternate years

341s. ELECTRODYNAMICS, RADIATION, AND OPTICS (3)

Time-dependent electromagnetic fields, relativistic invariance of the theory, emission and propagation of electromagnetic waves, introduction to plasma phenomena, optics, and lasers.

Prerequisite: 340

Offered 1993-94 and alternate years

360f. QUANTUM PHYSICS I (3)

Quantum phenomena and the failure of classical physics, wave mechanics of quantum particles, illustrative one-dimensional problems, spin, multiparticle systems.

Prerequisite: 111

Offered 1993-94 and alternate years

361s. QUANTUM PHYSICS II (3)

Approximation methods for static and for time-dependent situations, three-dimen-

sional problems, angular momentum, scattering theory, elementary particles.

Prerequisite: 360

Offered 1993-94 and alternate years

410f.s. SPECIAL STUDY (2-4)

Supervised study in specific areas of physics.

490f.s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Astronomy

120f.s. INTRODUCTORY

ASTRONOMY I (4)

Motions of the earth, moon, planets, and stars; the nature and evolution of the stars and of other objects within the galaxy. Familiarity with algebra strongly recommended.

3 LEC, 1 LAB evening session at Bradley Observatory

121s. INTRODUCTORY

ASTRONOMY II (4)

The nature of galaxies, the history and large scale structure of the universe as presently understood, the evolution and properties of the solar system.

3 LEC, 1 LAB evening session at Bradley Observatory

Prerequisite: 120

200f. ASTROPHYSICS I (3)

Topics in stellar evolution and cosmology, pulsars and black holes, quasars and active galaxies.

Prerequisite: 121

Prerequisite or corequisite: Physics 110

Offered 1994-95 and alternate years

212. MODERN ASTRONOMICAL TECHNIQUES (3)

Finding and acquiring objects at the telescope through use of digital encoders and setting circles. The reduction and analysis of astronomical data taken from CCD (electronic) images. Extensive use of computers to enhance and measure images, including those taken at remote observatories.

Requires evening of observation at Bradley

Observatory

Prerequisite: 121

300s. ASTROPHYSICS II (3)

Dynamics of gravitationally bound systems, interstellar medium, stellar and planetary atmospheres, high energy phenomena.

Prerequisite: 200; Physics 111

Offered 1994-95 and alternate years

320f. GALACTIC ASTRONOMY (3)

Physical structure and evolution of stars, exotic objects within the galaxy, properties of interstellar gas, dust, and plasmas.

Prerequisite: 200; Physics 111

Offered 1994-95 and alternate years

361s. EXTRAGALACTIC ASTRONOMY (3)

The origin and evolution of the universe is discussed, together with the origin of the elements. The future course the universe will take and the inflationary theory will be discussed as well.

Prerequisite: 200; Physics 111

Offered 1994-95 and alternate years

410f,s. SPECIAL STUDY (2-4)

Supervised study in various specific areas of astronomy.

490f,s. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

activities, to establish ends for our society, and to implement and evaluate these ends." There are few contemporary issues, ranging from artistic freedom to unemployment, from abortion to the environment, that do not involve a significant political dimension. The discipline of political science offers a student the opportunity to think systematically about and to evaluate critically our political life.

The department offers courses in the sub-fields of political science: world politics, political theory, and comparative politics, including U.S. and Latin American politics. Students may study these fields in courses offered in a variety of formats: introductory level, upper division surveys, advanced topics courses, and individual research. Classes are generally small and rely on a combination of discussion and lecture.

Because political knowledge is so closely related to other disciplines, the department recommends that majors choose electives from many areas, but especially from history, philosophy, and the social sciences.

We also encourage majors to participate in internships with local, state, or national governments or private institutions such as the Carter Center, and in off-campus study programs, such as the Washington Semester or Global Awareness.

■ **Requirements for the Major**

102 and one of the following: 103, 105, 106

Methodology: 399

A minimum of 24 hours on the 300 or 400 level

A minimum of one course from each of the following groups:

Comparative politics: 308, 310, 311, 317, 318, 319, 320, 342

Political theory: 305, 306, 313, 351, 354, 357, 380

World politics: 322, 326, 328, 329, 385

A maximum of two from the following cross-listed courses may be applied toward the major:

Economics 315, 334,

History 314, 334, 338, 359

Philosophy 130, 312

Sociology 333

A minimum of 30 hours is required for the major.

Political Science

Professor:

Augustus B. Cochran III

Associate Professor:

Catherine V. Scott

Assistant Professor:

Juan Allende

Politics is, in the words of Brian Fay, our "deliberate efforts to order, direct, and control (our) collective affairs and ac-

■ Requirements for the Minor

To minor in political science, a student must earn at least 18 hours, 15 of which must be chosen from the 300 level or above. Cross-listed courses do not satisfy the minimum requirements for the minor. A student may select courses to reflect her interests, but the minor program must be approved by the chair of the department.

102f. INTRODUCTION TO AMERICAN GOVERNMENT (3)

American political institutions and issues: the Supreme Court, Congress, the Presidency, parties, interest groups, and public opinion.

103f. INTRODUCTION TO WORLD POLITICS (3)

Major developments in world politics since 1945: the Cold War, international political economy, challenges to state sovereignty, and environmental issues.

105s. COMPARATIVE POLITICS (3)

Examination of political institutions, policies, and social movements in welfare state, post-communist, and third world political systems.

106s. MODERN POLITICAL THOUGHT (3)

Major theorists whose ideas have shaped the politics and ideologies of the modern world.

107f. INTRODUCTION TO LATIN AMERICA (3)

Introduction to Latin American history, culture, and politics. Includes contributions of pre-Columbian civilizations and analysis of colonialism, nationalism, and post-independence issues such as military rule, revolution, and the debt crisis.

130f. (PHILOSOPHY 130) POLITICAL AND LEGAL PHILOSOPHY (3)

See Philosophy 130 for description.

211f. (SOCIOLOGY 214) (WOMEN'S STUDIES 211) WOMEN IN LATIN AMERICA (3)

Women in Latin American history and at present. Focuses on women's social, politi-

cal, and economic role across time, and the contributions of women to Latin American culture.

Offered 1993-94 and alternate years

301f. UNITED STATES LEGAL SYSTEM (3)

Institutions, processes, basic concepts, and personnel of the United States judicial system.

Prerequisite: 102 or permission of chair

Offered 1993-94 and alternate years

302s. CONFLICT RESOLUTION (3)

Theory and practice of conflict resolution. Includes practicum at the Neighborhood Justice Center of Atlanta.

Prerequisite: 102 or permission of chair

303s. CONTEMPORARY CONSTITUTIONAL ISSUES (3)

Exploration and analysis of the legal aspects of contemporary social issues with an emphasis on the constitutionally based development of societal changes in the areas of women's rights, minority and racially based issues, rights of the impoverished, and rights of the criminally accused.

Prerequisite: 102 or permission of chair

Not offered 1993-94

305. AMERICAN POLITICAL THOUGHT (3)

Development of political thought in the United States from the colonial to modern periods. Writings of a broad spectrum of Americans, including Cotton Mather and Anne Hutchinson, Thomas Jefferson and Abigail Adams, Frederick Douglass, Abraham Lincoln and Susan B. Anthony, Eugene Debs, John Dewey, and Martin Luther King, Jr., will be examined.

Not offered 1993-94

306s. CONTEMPORARY AMERICAN POLITICAL IDEOLOGIES (3)

Survey of the range of ideological tendencies in the U.S. today, including the New Right, traditional conservatism, neo-conservatism, liberalism, neo-liberalism, programmatic movements, and the left. Analysis of these ideologies' belief structures, leadership, political strategies,

and policy stances.
Not offered 1993-94

**308f. SOUTHERN POLITICS
 AND THE CIVIL RIGHTS
 MOVEMENT (3)**

Examination of Southern politics with emphasis on the interaction of race and class issues since World War II, and the impact of the civil rights movement on the changing politics of the region.
Offered 1994-95 and alternate years

310f. POLITICAL PARTICIPATION (3)

Extent, forms, and significance of the political activities of individuals, groups, and movements.

Prerequisite: 102 or 105 or permission of the instructor
Offered 1994-95 and alternate years

311s. MINORITY POLITICS (3)

Contemporary African-American, Hispanic, and Native American politics and policy issues. Special attention given to the emergence of an underclass, immigration politics, land issues, and the U.S.-Mexican frontier.

Offered 1994-95 and alternate years

**312s. (PHILOSOPHY 312)
 PHILOSOPHY OF LAW (3)**

See Philosophy 312 for description.

**313f. (WOMEN'S STUDIES 313)
 GENDER POLITICS (3)**

Analysis of various feminist perspectives on gender, race, and class; feminist analysis of political issues; and the feminist encounter with post-modernism.

Offered 1994-95 and alternate years

**314s. (HISTORY 314) EUROPE
 SINCE 1945 (3)**

See History 314 for description.

**315s. (ECONOMICS 315)
 COMPARATIVE ECONOMIC
 SYSTEMS (3)**

See Economics 315 for description.

**317f. POLITICS OF THE MASS
 MEDIA (3)**

Examination of the role of mass media in political life, including the structure and

decision-making processes of the media, the interaction of the media and government, and the impact of mass media on political life.

Offered 1993-94 and alternate years

**318s. THE CRISIS OF THE WELFARE
 STATE (3)**

Examination of the problems and prospects of contemporary welfare states, including assessments of the successes and failures of welfare states from several political perspectives. Cases will include the United States and Western European welfare states such as Great Britain and Sweden.

Not offered 1993-94

319s. PUBLIC POLICY (3)

Analysis of the policy-making process and selected issues of public policy such as poverty, education, affirmative action, comparable worth, child care, and worker ownership of businesses.

Prerequisite: 102, 105, or permission of the chair

Offered 1994-95 and alternate years

**320s. LATIN AMERICAN
 POLITICS (3)**

Politics of contemporary Latin America; authoritarianism and the transition to democracy; economic crises and responses to the debt crisis; revolutionary movements and the emergence of new social and political movements in the 1980s.

**322f. POLITICS OF
 DEVELOPMENT (3)**

Exploration of contending theories of development and underdevelopment including modernization and dependency theory, with case studies of development politics in a variety of post-colonial states.

Prerequisite: 103 or 105 or permission of the instructor

Offered 1993-94 and alternate years

**326s. APPROACHES TO
 INTERNATIONAL
 RELATIONS (3)**

Analysis of current theoretical approaches to international relations, including realism, international regimes, and world order theory; particular focus on their utility in understanding issues such as violence, the

environment, politics, and North-South divisions.

Prerequisite: 103 or permission of the instructor

Offered 1993-94 and alternate years

327. POLITICS OF THE GLOBAL ENVIRONMENT (3)

Analysis of major ecological issues in global politics, such as environmental regulations in industrial countries, the flight of transnational corporations to lesser developed nations, the export of hazardous substances, safety standards for workers, and the interaction of poverty, ethnicity, and environmental issues.

Not offered 1993-94

328s. (HISTORY 340) U.S.-LATIN AMERICAN RELATIONS (3)

U.S.-Latin American relations from the Monroe Doctrine to the present, with equal attention to history and contemporary events.

Offered 1993-94 and alternate years

329s. INTER-AMERICAN FOREIGN POLICIES (3)

Foreign policies and international relations of the western hemisphere,

with particular attention to Latin America.

Offered 1994-95 and alternate years

332s. (HISTORY 334) THE UNITED STATES FROM 1914 TO 1945 (3)

See History 334 for description.

333f. (SOCIOLOGY 333) RACIAL AND OTHER MINORITY GROUPS (3)

See Sociology 333 for description.

334s. (ECONOMICS 334) ECONOMIC DEVELOPMENT (3)

See Economics 334 for description.

340f. (HISTORY 338) THE UNITED STATES SINCE 1945 (3)

See History 338 for description.

342f. (BIBLE AND RELIGION 350) THE CHURCH IN LATIN AMERICA (3)

Colonial church to the present with focus

on the twentieth century: liberation theology, emergence of Christian Base Communities, the church and social change, conflicts within the church as a result of movements for social change, and relations between church and state.

Offered 1993-94 and alternate years

351f. DEMOCRATIC THEORY (3)

Evolution of meanings and justifications of democracy and problems of democratic institutions and practices in the modern nation-state.

Prerequisite: 106 or permission of the instructor

Offered 1993-94 and alternate years

354s. (PHILOSOPHY 305) MARX AND VARIETIES OF SOCIALISM (3)

The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism, and Yugoslav self-management considered.

Offered 1993-94 and alternate years

357s. (PHILOSOPHY 317) NEO-MARXISM (3)

See philosophy 317 for description.

Offered 1993-94 and alternate years

359s. (HISTORY 359) CONTEMPORARY AFRICA SOUTH OF THE SAHARA (3)

See History 359 for description.

380s. REFORM AND REVOLUTION (3)

Analysis and comparison of reform and revolution and the roles of various political actors, including women, workers, and peasants, in political change. Cases include the U.S. civil rights movement, welfare state reforms, and third world revolutions.

385s. THE UNITED STATES AND THE VIETNAM WAR (3)

Examination of the U.S. involvement in the war in Vietnam, its historical roots, the conduct of the war, its domestic and international consequences, and its continuing legacy.

Offered 1994-95 and alternate years

388. TOPICS IN LATIN AMERICAN STUDIES (3)

390. TOPICS IN POLITICAL SCIENCE (3)

399f. (SOCIOLOGY 399) METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)

Philosophy of social science and the principal methods of social research.
Open to political science, sociology, and sociology-anthropology majors only or by permission of the instructor

410f.s. SPECIAL STUDY (2-4)
Supervised study in a selected field of political science.

482s. (ECONOMICS, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

Multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in these departments

Prerequisite: permission of the instructors

490f.s. INDEPENDENT STUDY (4-8)
Independent research under the supervision of a member of the department. Refer to Independent Study, p. 48.

demic psychology, including opportunities for both first-hand laboratory experiences and field experiences.

Students who are planning to major in psychology should consult with the chair of the department as early in their college careers as possible. (Majors should try to elect Biology 100 and a mathematics course, excluding Mathematics 104 and 150, in either the first or sophomore year.)

Interdisciplinary majors in Art-Psychology and Biology-Psychology are also available.

■ **Requirements for the Major**

Courses required in the discipline:

121, 306, 307, 404, 405

Courses required outside of the discipline

(preferably taken before the end of the

sophomore year): Biology 100

One course in mathematics excluding

Mathematics 104 and 150, which must be taken prior to 306

Courses recommended for the major within the discipline:

At least one course in each of the following areas of psychology:

Social: 130, 240, 305, 324 (depending on the topic)

Personality and Abnormal: 310, 312, 316, 406, 324 (depending on the topic)

Developmental: 209, 210, 324 (depending on the topic)

Cognitive and Physiological: 215, 220, 324 (depending on the topic)

Courses recommended for the major outside the discipline:

Interdisciplinary 100

The minimum number of hours required for the major is 30.

■ **Requirements for the Minor**

A minor in psychology must contain at least 22 hours of work in psychology. The minor program may be designed by the student to reflect her unique objectives; however, it is subject to the approval of the chair in order to ensure disciplinary coherence and relevance to the student's objectives.

Required courses:

121, 306, 307

121f.s. GENERAL PSYCHOLOGY (4)

Scientific description of facts and principles of psychology. Emphasis on methods

Psychology

Professors:

Ayşe Ilgaz Carden, *Chair*

Thomas W. Hogan

Assistant Professors:

Barbara J. Blatchley

Eileen L. Cooley

Psychology is the scientific study of human and animal behavior. The departmental offerings reflect the diversity of areas within the field. The program for majors provides a strong background in aca-

and results of experimental investigation of human and animal behavior.

Psychology 121 is the prerequisite for all other courses in psychology.

130s. (WOMEN'S STUDIES 130)

PSYCHOLOGY OF WOMEN (3)

Critical review of psychological theory and research toward an understanding of the cognitive, social, and emotional behavior of women.

209f. (EDUCATION 201) CHILD

PSYCHOLOGY (3)

Development of the individual from conception to adolescence.

210s. (EDUCATION 202)

PSYCHOLOGY OF ADOLESCENCE, ADULTHOOD, AND OLD AGE (3)

Development of the individual from the end of childhood through adulthood and old age.

215s. COGNITIVE PSYCHOLOGY (3)

Human cognition and perception with selected topics from attention, states of consciousness, human learning, memory, imagery, concept formation, language, problem solving, creative thinking, and intelligence.

220f. PHYSIOLOGICAL PSYCHOLOGY (3)

Neurophysiological basis of various mental and behavioral processes such as sensory-motor mechanisms, perception, emotion, motivation, thinking, memory, language, sleep, and consciousness.

240f. PSYCHOLOGY OF CROSS-CULTURAL CONTACT (3)

Theories and research on how individuals confront and interact with members of other cultures, with special emphasis on factors that promote cross-cultural effectiveness.

305f. SOCIAL PSYCHOLOGY (3)

Behavior of the individual as influenced by the behavior and characteristics of other individuals.

Offered 1993-94 and alternate years

306f. (SOCIOLOGY 306)

EXPERIMENTAL DESIGN AND STATISTICS (4)

Basic principles of experimental design and the use of statistical analysis in social science research.

3 LEC 1 LAB

Prerequisite: one course in mathematics excluding Mathematics 104 and 150

307s. EXPERIMENTAL PSYCHOLOGY (4)

Fundamentals of the experimental methodology in psychology with an emphasis on research issues and methods in the areas of attention, perception, learning, and memory. Individual experiments are designed and carried out.

3 LEC 1 LAB

Prerequisite: 306

310s. PSYCHOLOGICAL ASSESSMENT (3)

Fundamentals and principles of psychological tests: administering, evaluating, and using results obtained.

Prerequisite: 306 or Mathematics 115

312f. ABNORMAL PSYCHOLOGY (3)

The more common behavior disorders, with attention paid to their causes and therapy.

316f. PERSONALITY (3)

Theory and research in the field of personality.

Offered 1994-95 and alternate years

324f,s. SPECIAL AREAS OF PSYCHOLOGY (2)

A seminar focusing on a topic of contemporary interest in psychology. Each year the department will announce the topic(s) to be offered during the next academic year. The nature of the topic determines the inclusion of a laboratory component. *Prerequisites beyond Psychology 121 vary according to topic*

Topic for Fall 1993-94: Cognition and Brain Processes. Examination of relationships between cognition and brain processes through original psychological experiments carried out in an area or areas selected from sensation, perception, attention, memory, language, and thinking.

Prerequisite: 306

Prerequisite or Corequisite: 215 or 220

Topic for Spring 1993-94: Psychology of Loss and Grief. Study of psychological literature on loss and grief with special emphasis on death and dying.

404f. HISTORY OF THEORY AND RESEARCH IN PSYCHOLOGY (3)

Historical background for current theories and research issues in psychology.

405s. CONTEMPORARY RESEARCH IN PSYCHOLOGY (3)

Contemporary research and problems in psychology with an emphasis on the in-depth study of selected topics.

406s. PRACTICUM (3)

Supervised field placement in an agency or institution dealing with psychopathology, counseling, or industrial/organizational psychology. Placement activities are supplemented by a weekly seminar and an extensive reading program.

Prerequisite: permission of the instructor (priority will be given to junior and senior psychology majors)

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in fields or problems of psychology.

481s. (BIOLOGY 481) INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)

Open to students taking the interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

482s. (ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in these departments

Prerequisite: permission of the instructors

483f,s. (ART 483)

INTERDISCIPLINARY SEMINAR IN ART AND PSYCHOLOGY (1)

See Art 483 for description.

490f,s. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Sociology & Anthropology

Professor:

Augustus B. Cochran III

Assistant Professor:

Brenda Hoke

Martha W. Rees

Instructor:

Josephine Bradley

Sociologists aspire to the scientific study of human society, but also feel responsible for direct intervention in the tangible problems of their own neighborhoods. They observe the impersonal interplay of social forces that affect groups and large-scale organizations, as well as the effects on ordinary persons of gender, racial, religious and other categorizations. Sociologists generally work in complex societies and study social organizations.

Anthropologists are dedicated to the comparative study of culture, both the unity of humankind and the diversity and originality of the ways by which different peoples meet basic human needs. Much of the information anthropologists have gathered comes from small-scale non-Western societies. This outlook gives a student a chance to step outside familiar experience and broaden her understanding of what it means to be "a normal human being."

The department offers a major in sociology, an interdisciplinary major in sociology-anthropology.

Students interested in other courses are encouraged to participate in the cross-registration program with other institutions in Atlanta. Students are also encouraged to

participate in Global Awareness or other programs that give them diverse experience.

■ Requirements for the Major

Sociology

Courses required in the discipline:

Sociology 101, 351, 399

20 additional hours in sociology including at least two of the following courses in anthropology:

270, 274, 303, 304, 307

Recommended courses for students planning graduate study:

Sociology 306 (formerly 360) or Mathematics 115

A minimum of 30 hours is required for the major.

Sociology-Anthropology

Courses required in the discipline:

Anthropology 101 or Sociology 101

Anthropology 102

Sociology 351, 399

20 additional hours in sociology or anthropology, at least 9 of which must be in anthropology

Recommended courses outside the discipline:

Psychology 240

Recommended courses for students planning graduate study:

Sociology 306 (formerly 360) or Mathematics 115

A minimum of 30 hours is required for the major.

■ Requirements for the Minor

Sociology-Anthropology

Anthropology 101 or Sociology 101

Anthropology 102

Sociology 121, 351

6 additional hours in anthropology or sociology

Sociology 101 or Anthropology 101 is the prerequisite for all other courses in Sociology except 336.

121s. ANALYSIS OF SOCIAL PROBLEMS (3)

Examination of alternative ways of defining, measuring, and intervening in social problems.

170f. INTRODUCTION TO AFRICAN-AMERICAN STUDIES (3)

Overall framework for the study of African-Americans from slavery to the present. Aspects of the African-American experience will be examined from a multidisciplinary perspective.

211s. (WOMEN'S STUDIES 212) THE FAMILY (3)

The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups, and utopian communities.

214f. (POLITICAL SCIENCE 211) (WOMEN'S STUDIES 211) WOMEN IN LATIN AMERICA (3)

See Political Science 211 for description.

217f. (EDUCATION 203) SOCIOLOGY OF EDUCATION (3)

Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity.

219f. PRACTICUM IN SOCIAL WELFARE (4)

Social welfare as a social institution and social work as a profession. A critical component of the course is to place the student in a supervised social work/welfare setting such as a hospital, battered women's shelter, or youth rehabilitation service.

Limited to eight students

Prerequisite: 101 or Anthropology 101 or permission of instructor

Offered 1994-95 and alternate years

Sociology

101f,s. INTRODUCTION TO SOCIOLOGY (3)

Current sociological theory and research as they relate to primary units of social life, social processes, and social institutions. Emphasis on relating concepts to contemporary American society.

225s. URBAN SOCIOLOGY (3)

The origins, characteristics, and effects of urbanization. The city as a locus for various kinds of relationships.

230f. RACE, CLASS, AND GENDER (3)

Survey of the history, basic theories, and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society.

Offered 1993-94 and alternate years

306f. (PSYCHOLOGY 306) EXPERIMENTAL DESIGN AND STATISTICS (4)

See Psychology 306 for description.

315s. (BIBLE AND RELIGION 315) SOCIOLOGY OF RELIGION (4)

Analysis of religion as a social institution with emphasis on the relationships between belief systems and social organizations. Overview of historical and contemporary religious movements, with fieldwork in new religious movements.

Offered 1994-95 and alternate years

330s. SOCIETY AND SELF (3)

Theory and research in microsociology which analyzes self as a product of social process.

333f. (POLITICAL SCIENCE 333) RACIAL AND OTHER MINORITY GROUPS (3)

Race, ethnicity, and class contacts which result in differences in access to privilege, prestige, property and power.

336f. (WOMEN'S STUDIES 336) SOCIOLOGY OF GENDER ROLES (3)

Analysis of historical and contemporary social roles of women and men with particular attention to socialization, stratification, social change, and attitude formation.

Prerequisite: 101 or Women's Studies 100

341s. (CLASSICS 341) (WOMEN'S STUDIES 341) FAMILY AND SOCIETY IN THE CLASSICAL WORLD (3)

See Classics 341 for description.

351f. HISTORY OF SOCIAL THEORY (3)

Introduction to theory in social science, review of the major theoretical constructs of the 19th century, application in modern social science.

352s. CONTEMPORARY SOCIAL THEORY (3)

Analysis of the development and political implications of theories and research in the social sciences in the twentieth century.

Prerequisite: 351

370s. CIVIL RIGHTS IN THE POPULAR CULTURE (3)

Focus on the concerns of civil rights within the framework of popular culture. Emphasis given to the impact of race on our culture and the interplay of race and culture with politics.

399f. (POLITICAL SCIENCE 399) METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)

See Political Science 399 for description.

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of sociology.

482s. (ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

Multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology & anthropology.

Open only to senior majors in these departments

Prerequisite: permission of the instructors

490f,s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Anthropology

101s. CULTURAL ANTHROPOLOGY (3)

Humans viewed both as culture-making

and culture-made animals. Contributions of the cultural perspective to the understanding of variations and similarities in languages, social organization, belief systems, and environmental adaptations.

102f. ON HUMAN ORIGINS (3)

Biological and behavioral development of humans, from East African fossils to the present; as well as present day biological and cultural variation. Theoretical explanations of physical and cultural development of humans and other primates, including evolution ecology and social and biological diversity. Specifically addresses the nature and origins of gender and racial differences.

202f. ECOLOGICAL ANTHROPOLOGY (3)

Survey of different human-environmental interactions, and theories about human ecology, including human impact on the environment, basic ecological and evolutionary concepts as related to human adaptations.

Prerequisite: 101, 102

Offered 1994-95 and alternate years

270f. (WOMEN'S STUDIES 270) WOMEN, HEALTH AND SOCIETY (3)

Introduction to cross-cultural concepts of women's health (including reproductive and child care), health practitioners, and disease (cultural epidemiology). Focus on gender, racial, and class differences in health.

Prerequisite: 101 and 102, or permission of the instructor

Offered 1993-94 and alternate years

274f. APPLIED ANTHROPOLOGY (3)

Survey of applied social science theory, including environmental, social, and economic development projects. A critical component of the course includes carrying out an applied research project in the Atlanta area.

Prerequisite: 101 or Sociology 101

Offered 1993-94 and alternate years

303f. (HISTORY 303) EARLY HISTORY OF THE AMERICAS (3)

Archeological, historical, and

ethnohistorical descriptions of the peoples of the Americas from about 10,000 years ago until the sixteenth century. Special attention will be paid to environmental interaction, the origins of agriculture, the rise of the complex urban political systems, as well as European conquest.

Prerequisite: 101

304s. NATIVE PEOPLES OF THE AMERICAS (3)

Ethnographic and ethnohistoric study of the Americas from the time of contact with Europeans until the present day. Attention to ethnicity, to the effects of contact, and resistance.

Prerequisite: 101 or Sociology 101 or permission of the instructor

Offered 1993-94 and alternate years

307s. ECONOMIC ANTHROPOLOGY (3)

Anthropological analysis of traditional and modern industrial economic systems and their interaction. Use of history and macroeconomics to examine development, urbanization, agriculture, households, ethnicity, and class.

Prerequisite: 101 or permission of the instructor

311. (THEATRE 311)(BIBLE 311) CULTURAL PERSPECTIVES IN THEATRE (3)

See Theatre 311 for description.

331s. (CLASSICS 331) MYTHOLOGICAL PATTERNS AND THEMES (3)

See Classics 331 for description.

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of anthropology.

482s. (ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR SOCIOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in these departments

Prerequisite: permission of the instructors

Spanish

Associate Professor:

Annette G. Cash

Assistant Professor:

Gisela Norat

Rafael Ocasio

The major in the Department of Spanish is designed to develop proficiency in the four language skills and to present the cultural, literary, and historical background of Spain and Latin America.

Entering students are placed in the appropriate level Spanish class after taking a placement test and, when necessary, by interviews with faculty members.

All students of Spanish have the opportunity to live on the Spanish Hall and to improve fluency and cultural awareness at the Spanish Dining Table, at the weekly tertulias, in the language laboratory, at the variety of academic activities hosted by the department, the College, and metropolitan Atlanta, and in daily association with our Hispanic student community.

The Global Awareness program provides the opportunity for students to live and study in a Spanish-speaking country. The student is also encouraged to engage in exchange programs with Spanish or Latin American higher education institutions.

■ Requirements for the Major

223, 303, 304, 307; 310 or 311; 321; 344 or 354; 480

Cross-listed courses do not satisfy minimum requirements for the major.

Students majoring in Spanish are required to take a minimum of 32 hours above 201.

Entering students who are placed in an advanced level of Spanish may be given permission to complete the major with fewer than 30 hours. Permission is given by the chair of the department and the assistant dean of the college.

■ Requirements for the Minor

Objective: To satisfy the needs and interests of students who wish to combine the study of Spanish with other disciplines (International Relations, Economics, Psychology, Latin American Studies, etc.)

A minor requires a minimum of 19 hours, including: 201, 223, 303, 304; 310 or 311; 344 or 354

Students may also take advantage of the cross registration program to take courses in translation, commercial Spanish, or literature. Course choices are subject to the approval of the department. Students are strongly encouraged to acquire experience in a Spanish-speaking country through an approved study abroad program.

100f. ELEMENTARY (4)

Fundamentals of Spanish for speaking, listening, writing, and reading. Emphasis on proficiency achievement and cultural geography of the Hispanic world.

101s. ELEMENTARY (4)

Continuation of 100.

Prerequisite: 100 or placement

200f. INTERMEDIATE (4)

Grammar review. Conversation, comprehension, composition, and reading.

Prerequisite: 101 or placement

201s. INTERMEDIATE (4)

Continuation of 200 including an introduction to the critical reading of literary texts.

Prerequisite: 200 or placement

223s. APPROACHES TO HISPANIC LITERATURE (3)

Introduction to critical methods of literary analysis. Emphasis on reading works of major Peninsular and Latin American writers.

Prerequisite: 201 or placement

303f. ADVANCED CONVERSATION (3)

Texts, music, and films centered around topics of interests to college students. Emphasis on oral proficiency and vocabulary building.

Prerequisite: 201 or special permission

304s. ADVANCED GRAMMAR AND

COMPOSITION (3)

Emphasis on writing different types of compositions, stylistics, and grammar review.

Prerequisite: 201 or special permission

307f.s. SPANISH CIVILIZATION AND CULTURE (3)

Important historical events, trends, and ideas of Spain from earliest times to the present.

Prerequisite: 303, 304, or special permission.

Not open to students who have taken 315

310. SPANISH LITERATURE TO THE GOLDEN AGE (3)

Reading and discussion of the earliest Spanish literature until 1500.

Prerequisite: 223 or special permission

Not open to students who have taken 301

311f. THE GOLDEN AGE: CONFORMITY AND DISSENT (3)

The Moorish, picaresque, and exemplary novels, mystic poetry, the theatre of Lope de Vega, Calderon, and Tirso de Molina.

Prerequisite: 223 or special permission

321. PENINSULAR AND LATIN AMERICAN CONTEMPORARY POETRY (3)

A study of poetry in modern times.

Prerequisite: 223 or special permission

Not open to students who have taken 353

344. CONTEMPORARY LATIN AMERICAN NARRATIVE (3)

Reading and discussion of short stories and novels by major Latin American authors.

Prerequisite: 223 or special permission

354. COLONIAL LATIN AMERICAN LITERATURE TO MODERNISM (3)

An analysis of the earliest Latin American writing through Ruben Dario.

Prerequisite: 223 or special permission

357. NINETEENTH- AND TWENTIETH-CENTURY PENINSULAR LITERATURE (3)

Reading and discussion of novels, essays, poetry, and drama of the major authors of these centuries.

Prerequisite: 223 or special permission

Not open to students who have taken 352

480. TOPICS AND PROBLEMS IN HISPANIC LITERATURE (3)

A detailed critical analysis of a specific problem, genre, or literary period.

Required of majors

410f.s. SPECIAL STUDY (2-4)

490f.s. INDEPENDENT STUDY (4-8)

Independent research arranged under the supervision of a member of the department. Refer to Independent Study, p. 48.

Theatre

Associate Professor: Dudley W. Sanders

Assistant Professor: N.J. Stanley

The Theatre program investigates the richness of theatre as a cultural product central to an understanding of human social systems. The program emphasizes the development of personal creativity through produced plays and other performance projects. It also provides an interdisciplinary study of the breadth and application of theatrical techniques both on-stage and in other realms of human activity. The department actively engages in a season of student and faculty productions on the Winter Theater stage, supported by a foundational training program in acting, directing, playwriting, and theatre production.

Students who are considering a major in theatre should consult with the chair of the department early in their college careers as some courses are offered only in alternate years.

■ Requirements for the Major

Courses required in the discipline:

100 (preferably taken during the first year), 170, 200, 231, 235, 308, 310, 311, 312, 326

One of the following resulting in a public performance: 327, 345, 410, or 490

Courses recommended for the major:

Philosophy 232

Art 161

Theatre majors must be active Blackfriars dur-

ing their junior and senior years. They also must assume active leadership roles in significant aspects of Blackfriars productions. The Theatre major requires a minimum of 34 credit hours in the discipline.

■ Requirements for the Minor

A minor in theatre must contain at least 18 hours. The student may design her own program to reflect a particular interest or emphasis, such as a focus on an aspect of production or area of study. The program is devised with the guidance and approval of the chair of the department. A student electing a theatre minor must be an active member of Blackfriars for at least one full year of her time at Agnes Scott. She must take an active leadership role in the creative effort of theatre production for at least one Blackfriars show.

100f. INTRODUCTION TO THEATRE (4)

Study of theatre as a creative process reflective of its cultural context. Includes analysis of dramatic texts and performance activity, and attendance at theatre events. Explores the work of the actor, the writer/director, and the stage designer.

3 LEC, 1 LAB

117. INTRODUCTION TO PUBLIC SPEAKING (3)

Techniques of effective oral communication including methods of organization, means of presentation, and voice and diction, practiced in the context of group process and oral presentation.

Does not satisfy Distributional Standard in Fine Arts

170. COSTUME/PROP CONSTRUCTION (3)

Introduction to techniques in design and construction of theatre props including masks, sculptured set pieces and decorative surface dressing. May include puppetry or other special projects; may include methods in basic costume construction, pattern making, altering and construction of headware.

Students who have taken 202 must have the permission of the department chair.

2 LEC, 1 LAB

200f. TECHNICAL THEATRE BASICS (3)

Principles of stagecraft and lighting. Basic working knowledge of theatrical drafting, construction techniques for two- and three-dimensional scenery, painting, stage rigging and machinery, and lighting equipment and design. Practical application of techniques through participation in production.

2 LEC, 1 LAB

202s. COSTUME DESIGN (3)

Principles of costume design for the stage. Emphasis on script analysis, period research, rendering techniques and execution of design in a color medium.

2LEC, 1 LAB

Students who have taken 170 must have the permission of the department chair.

203f. (ENGLISH 203) PLAY-WRITING (3)

Principles of writing for the theatre with an emphasis on dramatic dialogue, basic scene construction, and dramatic action. Includes analysis of play scripts and student writing assignments toward a short play piece.

Prerequisite: permission of the instructor

206s. DANCE HISTORY (3)

A course designed to give the student a broad understanding of the historical background of dance from its origin in primitive society to the present, with emphasis on its relation to the other arts and to the society of each period.

Offered 1993-94 and alternate years

231. ACTING I: IMPROVISATION AND CHARACTER DEVELOPMENT (3)

As a foundation in acting technique, exercises and presentations explore the creative process and free the student's imagination for application to scene study and class performance. Assignments emphasize personal/character development and cultural identity.

235s. ACTING II: CHARACTER DEVELOPMENT AND TEXT ANALYSIS (3)

Text analysis, scene study, and acting theory with major emphasis on factors of

character, environment, and approach. Focus on the creative process, including ensemble work in preparation for performance assignments.

Prerequisite: Theatre 231

- 242f. (PHILOSOPHY 232) AESTHETICS (3)**
See Philosophy 232 for description.

- 290. THEATRE PRACTICUM (1)**
Credit for arranged creative work in design, technical theatre, or acting for Blackfriars productions. One credit hour for complete work as the head of costumes, scenery, or props, or as a stage manager, an assistant director, or an actor playing a major role in full-length Blackfriars productions. Students may earn up to four hours of practicum credit toward the major and up to two hours for the minor.
Practicum credit may not be used to satisfy the Fine Arts distribution requirement
Prerequisite: permission of the supervising professor and the department chair

- 308f. THEATRE HISTORY I (3)**
Examination of theatre's role in Western society from its early origins up to the Age of Enlightenment. Emphasis on political and religious context, and on theatre style and practice as a reflection of a culture's value system and social structure. Includes discussion of Western thinkers who have contributed to the understanding of theatre and its social/intellectual context.

- 310s. THEATRE HISTORY II (3)**
Continuation of Theatre 308. Seventeenth century to the present.

- 311s. (ANTHROPOLOGY 311) (BIBLE 311) CULTURAL PERSPECTIVES IN THEATRE (3)**
A more concentrated examination of performance texts, styles, and principles which mark certain cultural or socio-political groups, and which focus on questions of gender. An emphasis on the ritual elements of theatre and its evolution out of religious beliefs and forces. Alternating topics include American Theatre, African-American Theatre, Asian Theatre, African Theatre, American Immigrant Theatre, and Gay-Lesbian Theatre.

- 312. (WOMEN'S STUDIES 312) FEMALE IDENTITY AND THE MAKING OF THEATRE (3)**
A study of how theatre reflects the status and role of women in various cultures through examination of the portrayal of women in drama and film, of women as critics/theorists, and of women as participants in the making of theatre.

- 313s. SPECIAL TOPICS IN THEATRE AND PERFORMANCE (HISTORY AND CRITICISM) (3)**
Study in contemporary and critical issues affecting the theatre as a social and aesthetic institution. Emphasis on the potential of theatre as an instrument for change.
Topic for 1993-94: Contemporary Performance. The burgeoning of theatre and its merging with other performing arts since World War II. Close examination of major works reflecting the diversity of creative processes and productions in the modern world. Introduction to performance theory and a special focus on puppetry.
Topic for 1994-95: The Theatricalization of Politics. A study of the use of theatrical techniques in twentieth-century political movements and events, as well as an examination of plays written with a specific political content.

- 326f. DIRECTING I (3)**
Study in approaches to realizing a script in performance. Exploration of the creative process of directing, methods to enhance inspiration, approaches to organization and creation of a promptbook. Special emphasis on the voice of women as directors.
Prerequisite: 100 or permission of the instructor

- 327s. DIRECTING/ACTING WORKSHOP (4)**
Practical and creative application of directing techniques through the study and creation of dramatic texts and the development of actor-director communication skills. Can be taken as an actor or as a director. Working together toward a term-end public performance, actors become an ensemble to focus on applicable acting problems while directors concentrate on the process of staging a one-act play piece.

3LEC, 1LAB

Prerequisite: 326 or 231 by permission of the chair

345s. (ENGLISH 345) PLAYWRITING WORKSHOP (3)

Advanced study of the full-length playscript, with individual conferences and group workshop sessions culminating in the completion of a full-length play.

Prerequisite: 203 or permission of the instructor

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study of selected topics in theatre history or dramatic literature, or supervised advanced projects in the areas of acting, design, directing, or playwriting.

490f,s. INDEPENDENT STUDY (4-8)

Exploration of an area of intellectual or artistic interest, which results in the creation of a major piece of art or research. Refer to Independent Study, p. 48.

Women's Studies

Director:

Assistant Professor Cozzens, *Department of English*

Advisory Committee:

Associate Professor Cunningham, *Department of Economics*

Associate Professor Gillespie, *Department of History*

Assistant Professor Ocasio, *Department of Spanish*

Associate Professor Thompson, *Department of English*

The Program in Women's Studies integrates liberal arts education at Agnes Scott by offering students opportunities to focus on women through introductory and specialized courses, research, and internships. Working closely with the academic departments and with several campus organi-

zations, Women's Studies seeks to promote understanding and analysis of women's experience in multicultural perspective through scholarship and community activities.

Women's Studies courses, which may be interdisciplinary or disciplinary, explore gender as well as race, ethnicity, culture, and class as categories of analysis and encourage students to develop their skills in critical thinking and oral and written expression. Courses in the program emphasize women's past and present roles in culture, politics, economy, family, society, the arts and sciences, or areas of study such as gender roles, feminist theory, lesbian studies, contemporary legal and political questions, women and work, women's education, or women and global issues.

Students may choose to minor in Women's Studies or to complement their majors and minors with a selection of Women's Studies courses. A major in Women's Studies may be arranged through the student-designed major option in consultation with the director.

■ Requirements for the Minor

Students may minor in Women's Studies by selecting a program of at least 6 courses chosen in consultation with the Women's Studies director.

100f. WOMEN, CULTURE, AND SOCIETY (3)

An introduction to Women's Studies. Using feminist perspectives and scholarship, this interdisciplinary course examines the experiences of women in the United States, analyzes institutions and practices that affect women, and develops connections to women in other cultures.

130s. (PSYCHOLOGY 130) PSYCHOLOGY OF WOMEN (3)
See Psychology 130 for description.

211f. (POLITICAL SCIENCE 211) (SOCIOLOGY 214) WOMEN IN LATIN AMERICA (3)
See Political Science 211 for description.

212s. (SOCIOLOGY 211) THE FAMILY (3)
See Sociology 211 for description.

216. (ENGLISH 216) TOPICS ON

- WOMEN AND LITERATURE (3)**
See English 216 for description.
- 220s. (MUSIC 220) WOMEN IN MUSIC (3)**
See Music 220 for description.
- 224f. (BIBLE AND RELIGION 224) WOMEN AND RELIGION (3)**
See Bible and Religion 224 for description.
- 263s. TOPICS IN WOMEN'S STUDIES (3)**
An interdisciplinary course focusing on an aspect of women's history, feminist theory, women's creative works, women in cross-cultural perspectives, depictions of women and theories about women. Some understanding of basic issues in women's studies is recommended. Course may be repeated for credit when subject matter varies. A *Topics in Women's Studies* course may be credited towards a major or a minor in another department with the approval of the chair of that department.
Topic for 1993-94: The Body Politic. Lesbian and Gay Latin American and Latino Literature. A contemporary view of lesbian and gay Latin American and Latino writers' struggle to achieve political representation and their efforts to break away from literary canons. Readings include fiction and criticism in translation by authors such as Gloria Anzaldua, Reinaldo Arenas, Karen Delgadillo, Manuel Puig, and Estela Portillo Trambley.
- 270. (ANTHROPOLOGY 270) WOMEN, HEALTH, AND SOCIETY (3)**
See Anthropology 270 for description.
- 311. (ART 311) THE RISE OF THE WOMAN ARTIST (3)**
See Art 311 for description.
- 312. (THEATRE 312) FEMALE IDENTITY AND THE MAKING OF THEATRE (3)**
See Theatre 312 for description.
- 313f. (POLITICAL SCIENCE 313) GENDER POLITICS (3)**
See Political Science 313 for description.
- 322f. (HISTORY 322) WOMEN IN MODERN EUROPEAN HISTORY (3)**
See History 322 for description.
- 330f. (HISTORY 330) THE HISTORY OF WOMEN IN AMERICA (3)**
See History 330 for description.
- 331s. (BIBLE AND RELIGION 331) FEMINIST ETHICS AND SPIRITUALITY (3)**
See Bible and Religion 331 for description.
- 336f. (SOCIOLOGY 336) SOCIOLOGY OF GENDER ROLES (3)**
See Sociology 336 for description.
- 341s. (CLASSICS 341) (SOCIOLOGY 341) FAMILY AND SOCIETY IN THE CLASSICAL WORLD (3)**
See Classics 341 for description.
- 410. SPECIAL STUDY (2-4)**
Supervised intensive study of selected texts or a particular field within women's studies.
- 450. INTERNSHIP**
- 480f. COLLOQUIUM ON WOMEN IN CROSS-CULTURAL PERSPECTIVE (3)**
A non-hierarchical, collective learning experience open to students and faculty and focusing on some aspect of women in cross-cultural perspective. Emphasis, content, and methodology to be determined by the group.
Prerequisite: permission of the director of Women's Studies

Organization Of the College

Agnes Scott College Faculty

(Date after name indicates year of appointment)

Juan Allende (1993)

B.S. Iowa State University, M.A., Ph.D. University of North Carolina;
M.Div. Emory University
Assistant Professor of Political Science

Christopher Ames (1986)

B.A. University of Texas at Austin; Ph.D. Stanford University
Associate Professor of English

Vincent C. Anigbogu (1992)

B.S., M.S. Indiana University of Pennsylvania; Ph.D. University of Alabama
Assistant Professor of Chemistry

Bona W. Ball (1967)

B.A. University of Virginia; M.A.T. Duke University;
Ph.D., University of Kentucky
Ellen Douglas Leyburn Professor of English

David P. Behan (1974)

B.A. Yale University; Ph.D. Vanderbilt University
Professor of Philosophy

Anne E. Beidler (1992)

Assistant Professor of Art
B.A. Earlham College; B.F.A. University of Connecticut;
M. F.A. University of Massachusetts

Ruth Bettendorff (1992)

B.A. California State University;
M.A., Ph.D. University of Mississippi
Associate Dean of the College; Assistant Professor of Education

Catherine A. Benton (1992)

B.S. Miami University; M.A. Ohio State University
Coach in Athletic Program and Instructor in Physical Education

Sarah R. Blanshei (1990)

B.A. Bates College; M.A., Ph.D. Bryn Mawr College
Dean of the College; Professor of History

Barbara J. Blatchley (1990)

B.A. Indiana University; Ph.D. University of South Carolina
Assistant Professor of Psychology

Sandra T. Bowden (1968)

B.S. Georgia Southern College; M.A., Ph.D. University of
North Carolina at Chapel Hill
Charles A. Dana Professor of Biology

Arthur L. Bowling Jr. (1977)

B.S. College of William and Mary; M.S., Ph.D. University of Illinois
Associate Professor of Physics and Astronomy

Josephine B. Bradley (1993)

B.A. North Carolina Central University; M.S.W. Michigan State
University; M.A. Emory University; Ph.D. Emory University
Assistant Professor of Sociology

Christabel P. Braunrot (1976)

B.A. McGill University; Ph.D. Yale University
Associate Professor of French

Michael J. Brown (1960-62; 1965)

B.A. LaGrange College; M.A., Ph.D. Emory University
Charles A. Dana Professor of History

Ronald L. Byrnside (1975)

B.A. Cincinnati Conservatory of Music; M.A. Yale University;
Ph.D. University of Illinois
Charles A. Dana Professor of Music

Gail Cabisius (1974)

B.A. Smith College; M.P.A. Georgia State University; M.A.,
Ph.D. Bryn Mawr College
Associate Professor of Classical Languages and Literatures

Penelope Campbell (1965)

B.A. Baylor University; M.A., Ph.D. Ohio State University
Charles A. Dana Professor of History

Ayşe İlgez Carden (1978)

B.A. Agnes Scott College; M.A., Ph.D. Emory University
Professor of Psychology

John J. Carey (1989)

A.B., Ph.D. Duke University; B.D., S.T.M. Yale University
Wallace M. Alston Professor of Bible and Religion

Annette G. Cash (1991)

B.A., M.A. University of North Carolina at Chapel Hill;
Ph.D. The Ohio State University
Associate Professor of Spanish

Augustus B. Cochran, III (1973)

B.A. Davidson College; M.A. Indiana University;
Ph.D. University of North Carolina at Chapel Hill
Professor of Political Science

Eileen L. Cooley (1988)

B.A. Florida State University; M.A., Ph.D. Emory University
Assistant Professor of Psychology

Christine Cozzens (1987)

B.A., M.A. Stanford University; Ph.D. University of California, Berkeley
Assistant Professor of English

Rosemary T. Cunningham (1985)

B.A., M.A., Ph.D. Fordham University
Associate Professor of Economics

Marylin Barfield Darling (1971)

B.S., M.M. Florida State University
Associate Professor of Physical Education

Rosemary Eberiel (1985)

B.A. University of Wisconsin; Faculte des Lettres, University of Aix-Marseille;
Ph.D. Harvard University
Assistant Professor of French

Michele Gillespie (1990)

B.A. Rice University; M.A., Ph.D. Princeton University
Assistant Professor of History

Steven R. Guthrie (1985)

B.A. Antioch College; Ph.D. Brown University
Associate Professor of English

Linda C. Hodges (1992)

B.S. Centre College of Kentucky; Ph.D. University of Kentucky
William Rand Kenan Professor of Chemistry

Thomas W. Hogan (1965)

B.A. University of Florida; M.A., Ph.D. University of Arkansas
Professor of Psychology

Brenda A. Hoke (1993)

B.A. North Carolina Central University; M.A. Atlanta University;
M.A. State University of New York, Stonybrook; Ph.D. State University
of New York, Stonybrook
Assistant Professor of Sociology

Linda L. Hubert (1968)

B.A. Agnes Scott College; M.A., Ph.D. Emory University
Professor of English

Gué Pardue Hudson (1974)

B.A. Agnes Scott College; M.A.T. Emory University
Dean of Students; Instructor in Education

Mary Kathryn Owen Jarboe (1974)

B.A. Agnes Scott College
Registrar

Calvert Johnson (1986)

B.A. Kalamazoo College; M.M., D.M. Northwestern University
Associate Professor of Music; College Organist

Edward C. Johnson (1965)

B.A. Kentucky Wesleyan College; M.A. University of Missouri;
Ph.D. Georgia State University
Associate Professor of Economics

Violet M. Johnson (1992)

B.A. University of Sierra Leone; M.A. University of New Brunswick;
Ph.D. Boston College
Assistant Professor of History

Frances G.R. Kennedy (1989)

B.A., M.S. University of Connecticut; Ph.D. University of Arizona
Instructor in Biology and Coordinator of the Laboratories

Katharine D. Kennedy (1981)

B.A. Duke University; M.A., Ph.D. Stanford University
Associate Professor of History

Robert A. Leslie (1970)

B.S. Davidson College; M.A., Ph.D. University of Georgia
Associate Professor of Mathematics

Myrtle H. Lewin (1983)

B.Sc. Witwatersrand University, Johannesburg, South Africa; M.A.,
Ph.D. University of Wisconsin
Associate Professor of Mathematics

Sally MacEwen (1982)

B.A. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania
Associate Professor of Classical Languages and Literatures

Thomas L. Maier (1990)

B.A. Franklin and Marshall College; Ph.D. University of South Carolina
Director of Computing Services; Associate Professor of Chemistry

Theodore K. Mathews (1967)

B.A. Brown University; M.A.T. Harvard University; Ph.D. University of Michigan
Associate Professor of Music

Terry S. McGehee (1976)

B.A. Queens College; M.F.A. Washington University
Professor of Art

Mollie Merrick (1959)

B.A. Agnes Scott College; M.A. Teachers' College of Columbia University
Associate Dean of Students

Jack L. Nelson (1962)

B.A. University of Kentucky; M.A., Ph.D. Harvard University
Professor of English

Gisela Norat (1993)

B.S. St. Peter's College; B.A. Montclair State College; M.A. New York
University; Ph.D. Washington University
Assistant Professor of Spanish

Rafael Ocasio (1989)

B.A. University of Puerto Rico, Rio Piedras; M.A. Eastern New Mexico
University; Ph.D. University of Kentucky
Assistant Professor of Spanish

Richard D. Parry (1967)

B.A. Georgetown University; M.A. Yale University;
Ph.D. University of North Carolina at Chapel Hill
Fuller E. Callaway Professor of Philosophy

Cynthia L. Peterson (1983)

B.S. James Madison University; M.Ed. Auburn University
Coach in the Athletic Program and Instructor in Physical Education

John F. Pilger (1979)

B.S., Ph.D. University of Southern California
Associate Professor of Biology

Patrica G. Pinka (1969)

B.A. University of Pittsburgh; M.A. San Francisco State College;
Ph.D. University of Pittsburgh
Professor of English

Tina Pippin (1989)

B.A. Mars Hill College; M.Div. Candler School of Theology; Th.M., Ph.D.
Southern Baptist Theological Seminary
Assistant Professor of Bible and Religion

Nancy M. Rast (1991)

B.S. Salisbury State University; M.S. Eastern Kentucky University
Coach in the Athletic Program and Instructor in Physical Education

Martha Woodson Rees (1990)

B.A., M.A., Ph.D. University of Colorado
Assistant Professor of Anthropology

Rowena Renn (1984)

B.A. Mary Washington College of the University of Virginia;
M.A. Georgia State University
Instructor in Music

Regine P. Reynolds-Cornell (1986)

B.A., M.A., Ph.D. University of Texas at Austin
Adeline Arnold Loridans Professor of French

Lawrence H. Riddle (1989)

B.S. Carnegie-Mellon University; Mathematical Tripos, Part III,
Cambridge University; M.S., Ph.D. University of Illinois
Associate Professor of Mathematics

Elizabeth Roberts (1989)

B.A., M.A., Ph.D. Emory University
Assistant Professor of Education

Donna Sadler (1986)

B.A. Boston University; M.A., Ph.D. Indiana University
Associate Professor of Art

Alberto C. Sadun (1984)

B.S., Ph.D. Massachusetts Institute of Technology
Associate Professor of Astronomy

Dudley W. Sanders (1979)

B.A. Kenyon College; M.F.A. Northwestern University
Associate Professor of Theatre

Ruth A. Schmidt (1982)

B.A. Augsburg College; M.A. University of Missouri; Ph.D. University of Illinois
President of the College

Catherine V. Scott (1984)

B.A. University of Florida; M.A., Ph.D. Emory University
Associate Professor of Political Science

Edmund J. Sheehey (1987)

B.A., M.A. Fordham University; Ph.L., M.Div. Woodstock College;
Ph.D. Michigan State University
Hal and Julia T. Smith Chair of Free Enterprise

N.J. Stanley (1993)

B.S., Louisiana State University; M.F.A., Florida State University;
Ph.D. Indiana University
Assistant Professor of Theatre

Karen Thompson (1992)

B.A. Occidental College; Ph.D. University of Oregon
Assistant Professor of Biology

Peggy Thompson (1985)

B.A., M.A. Arizona State University; M.A. Emory University;
M.A., Ph.D. Indiana University
Associate Professor of English

T. Leon Venable (1983)

B.S. Davidson College; Ph.D. University of Virginia
Associate Professor of Chemistry

Bing Wei (1992)

B.E. Beijing Institute of Physical Education; M.A. Southeastern Louisiana
University; Ph.D. University of Southern Mississippi
Instructor in Physical Education

Julie Weisberg (1991)

B.S. Tufts University; M.Ed. Emory University; Ph.D. University
of North Carolina at Chapel Hill
Assistant Professor of Education

Daniel F. Waggoner (1987)

B.A., M.A., Ph.D. University of Kentucky
Assistant Professor of Mathematics

Patricia McGuire White (1987)

B.A. Agnes Scott College; M.S. University of Georgia
Ph.D. Georgia Institute of Technology
Assistant Dean of the College; Assistant Professor of Biology

Ingrid E. Wieshofer (1970)

Teacher's Diploma, Ph.D. University of Vienna
Associate Professor of German

Harry Wistrand (1974)

B.A. Austin Collge; M.A. North Texas State University; Ph.D.
Arizona State University
Associate Professor of Biology

Emeritus Faculty

(Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.)

Mary Virginia Allen, Ph.D. (1948-1951; 1954-1979)

Professor of French

Margaret Perry Ammons, B.S., M.A., Ph.D. (1969-1989)

Professor of Education

Gunther Bicknese, Dr. Phil. (1976-1991)

Professor of German

Anna Josephine Bridgman, Ph.D. (1949-1974)

Professor of Biology

Jack T. Brooking, M.F.A., Ph.D. (1974-1985)

Professor of Theatre

Frances Clark Calder, Ph.D. (1953-1969; 1974-1986)

Professor of French

William A. Calder, Ph.D. (1947-1971)

Professor of Physics and Astronomy

Kwai Sing Chang, Th.M., Ph.D. (1956-1986)

Professor of Bible and Religion

Alice J. Cunningham, B.A., Ph.D. (1966-67; 1968-1992)

Professor of Chemistry

Miriam Koontz Drucker, B.A., M.A., Ph.D. (1955-1990)

Professor of Psychology

Mary Walker Fox, B.A. (1937-1944; 1952-1979)

Instructor in Chemistry

Paul Leslie Garber, Ph.D. (1943-1976)

Professor of Bible and Religion

Leslie Janet Gaylord, M.S. (1921-1968)

Assistant Professor of Mathematics

John Lewis Gignilliat, B.A., M.A., Ph.D. (1969-1989)

Associate Professor of History

Nancy Pence Groseclose, Ph.D. (1947-1979)

Professor of Biology

Mary Eloise Herbert, B.A., M.A. (1954-1991)

Professor of Education

Kathryn A. Manuel, B.S., M.A., P.E.D. (1958-1992)

Professor of Education

- Michael McDowell, M.A. (1950-1975)
Professor of Music
- Kate McKemie, B.S., M.A., Ed.D. (1956-1988)
Professor of Physical Education
- Raymond Jones Martin, M.S.M., S.M.D. (1950-1986)
Professor of Music; College Organist
- Lillian Newman, B.A., B.S.L.S., M.Ln. (1948-91)
Associate Librarian
- Marie Sophie Huper Pepe, Ph.D. (1951-1986)
Professor of Art
- Margaret W. Pepperdene, Ph.D. (1956-1985)
Professor of English
- Marvin Banks Perry, Jr., Ph.D., LL.D., Litt.D., (1973-1982)
President of the College
- Margaret Taylor Phythian, Docteur de l'Universite de Grenoble,
(1916-1919; 1923-1964)
Professor of French
- Sara L. Ripy, B.A., M.A., Ph.D. (1958-1989)
Professor of Mathematics
- Constance Shaw, B.A., Ph.D. (1966-1988)
Professor of Spanish
- Mary Boney Sheats, Ph.D., L.H.D., LL.D. (1949-1983)
Professor of Bible and Religion
- Erika Meyer Shiver, Ph.D. (1962-1972)
Professor of German
- Chloe Steel, Ph.D. (1955-1976)
Professor of French
- John A. Tumblin Jr. (1961-1990)
Professor of Sociology and Anthropology
- Llewellyn Wilburn, M.A. (1920-1922; 1926-1967)
Associate Professor of Physical Education
- Ronald B. Wilde, M.A.T. (1965-1978)
Assistant Professor of Mathematics
- Roberta Winter, Ed.D. (1939-1974)
Professor of Speech and Drama
- Myrna Goode Young, Ph.D. (1955-1956; 1967-1979)
Professor of Classical Languages and Literatures

Administration and Staff

Ruth A. Schmidt, B.A., M.A., Ph.D.

President

Mary Alverta Bond, B.A.

Administrative Assistant to the President

Secretary to the Board of Trustees

Sarah R. Blanshei, B.A., M.A., Ph.D.

Dean of the College

Ruth S. Bettendorff, B.A., M.A., Ph.D.

Associate Dean of the College

Patricia McGuire White, B.A., M.S., Ph.D.

Assistant Dean of the College

Myrna L. Goldberg, B.A.

Director of Special Programs

Mary K. Owen Jarboe, B.A.

Registrar

Thomas L. Maier, B.A., Ph.D.

Director of Computing Services

Dolores Shelton

Faculty Services Manager

To be appointed

Director of the Library

Gué Pardue Hudson, B.A., M.A.T.

Dean of Students

Mollie Merrick, B.A., M.A.

Associate Dean of Students

Director of Campus Events and Conferences

Victor K. Wilson, B.S.W., M.Ed.

Assistant Dean of Students

Mary Lu Christiansen, B.S.N., M.S.N., C.R.N.P.

Director of Student Health Services

Dorothea S. Markert

Coordinator of Campus Events and Conferences

Cynthia L. Peterson, B.S., M.Ed.

Director of Athletics

Amy K. Schmidt, B.A., M.S.

Director of Career Planning and Placement

Patricia I. Snyder, B.A., M.Div.

Chaplain

Bonnie Brown Johnson, B.A., M.B.A.

Vice President for Development and Public Affairs

Jean Kennedy, B.A.

Director of Annual Fund

Celeste Pennington, B.A.

Publications Manager

Sara King Pilger, B.A., M. Comm.

Manager of Media Relations

Anne Schatz, B.A.

Manager of Development Services

Lucia Howard Sizemore, B.A.

Director of Alumnae Affairs

Carolyn Wynens

Manager of Community Relations and Special Events

William E. Gailey, B.S., M.B.A.

Vice President for Business and Finance

Rus Drew, B.S.

Director of Public Safety

Janet Gould

Director of Personnel and Payroll

Elsa Pena, B. Arch., M.U.P.

Director of the Physical Plant

Karen L. Roy, B.A., M.B.A.

Assistant Vice President for Finance

To be appointed

Dean of Admission and Financial Aid

Jenifer Cooper, B.A.

Director of Recruitment

Tansill H. Hille, B.A., M.B.A.

Director of Financial Aid

Board of Trustees

Officers of the Board

Joseph R. Gladden, Jr.

Chairperson

Ann Register Jones

Vice Chairperson

Mary Alverta Bond

Secretary

Members of the Board

Joanna Adams

Pastor

Trinity Presbyterian Church

Atlanta, Georgia

Louise Isaacson Bernard

Alumna

President, Isaacson's

Atlanta, Georgia

George S. Branch

Attorney

King & Spalding

Atlanta, Georgia

Clark E. Candler

Attorney

McCurdy & Candler

Decatur, Georgia

J. Wallace Daniel

Vice President and Director

Georgia Duck & Cordage Mill

Scottdale, Georgia

JoAnn Sawyer Delafield

Alumna

New York, New York

Joyce K. Essien

Director

Consortium for Public Health

School of Public Health

Emory University

Atlanta, Georgia

Katherine A. Geffcken

Alumna

Professor of Greek and Latin

Wellesley College

Wellesley, Massachusetts

Joseph R. Gladden, Jr.

Senior Vice President and

General Counsel

The Coca-Cola Company

Atlanta, Georgia

Francis Bailey Graves

Alumna

Atlanta, Georgia

Nancy Thomas Hill

Alumna

Richmond, Virginia

Anne Register Jones

Alumna

Atlanta, Georgia

Rebecca Bruce Jones

Alumna

Instructor in Chemistry

University of North Carolina

at Wilmington

Wilmington, North Carolina

Martha Wilson Kessler

Alumna

Atlanta, Georgia

Harriet M. King
 Alumna
 Vice Provost for Academic
 Affairs
 Associate Professor of Law
 Emory University Law School
 Atlanta, Georgia

Gay McLawhorn Love
 Board Chair
 Printpack, Inc.
 Atlanta, Georgia

Gay Blackburn Maloney
 Alumna
 Attorney
 Blackburn, Maloney, and
 Schuppert
 Decatur, Alabama

Margaret Abernethy Martin
 Alumna
 Administrative Coordinator
 Junior League of Charlotte, Inc.
 Charlotte, North Carolina

Clair McLeod Muller
 Alumna
 Atlanta, Georgia

Betty Scott Noble
 Alumna
 Decatur, Georgia

M. Lamar Oglesby
 Vice President
 Kidder, Peabody and Company
 Atlanta, Georgia

Douglas W. Oldenburg
 President
 Columbia Theological Seminary
 Decatur, Georgia

James D. Philips, Jr.
 President
 Hatfield Philips, Inc.
 Atlanta, Georgia

John E. Smith, II
 President
 John Smith Company
 Smyrna, Georgia

Jesse J. Spikes
 Attorney
 Long, Aldridge & Norman
 Atlanta, Georgia

W. G. Tittle, Jr.
 Chief Executive Officer
 T. M. Polyfim, Inc.
 Valdosta, Georgia

Sara Ector Vagliano
 Alumna
 Editor
The French American Review
 Norfolk, Connecticut

Dan C. West
 Vice President for College
 Resources
 Union College
 Schenectady, New York

E. Jenner Wood, III
 Executive Vice President
 Trust Company Bank
 Atlanta, Georgia

Trustees Emeriti And Emeritae

Elizabeth H. Cameron Wilmington,
 North Carolina

Evelyn B. Christman New Orleans,
 Louisiana

Neil O. Davis Auburn, Alabama

Harry A. Fifield Kennesaw, Georgia

Ben S. Gilmer Atlanta, Georgia

J.A. Minter, Jr. Tyler, Alabama

J. Davison Philips Decatur, Georgia

Mary W. Read Danville, Kentucky

Hansford Sams, Jr. Decatur, Georgia

Hal L. Smith Atlanta, Georgia

Samuel R. Spencer, Jr. Davidson,
 North Carolina

Diana Dyer Wilson Winston-Salem,
 North Carolina

Index

- Academic
- Advising 30
 - Degree Requirements 30
 - Dismissal 42
 - Honors 39
 - Probation 41
 - Scholarships 7, 16
 - Warning 41
- Acceleration 46
- Accreditation Contents page
- Adding Courses 35
- Administration and Staff 138
- Administrative dismissal 43
- Admission
- Admission after junior year 14
 - Admission policy 12
 - Application 12, 17
 - Advanced placement credit 13
 - Deadlines 14
 - Early admission 14
 - Entrance examinations 13
 - Entrance requirements 13
 - Health record 14
 - International students 15
 - Interviews 13
 - Joint enrollment for seniors 14
 - Overnight visits 13
 - Return to College Program 26
 - Secondary students 14
 - Transfer students 15
 - Transient students 15
- Advanced placement credit 13
- Advising 30
- Agnes Scott College, history 4
- Agnes Scott College, mission and purpose .. 6
- American College Test (ACT) 13
- Anthropology courses 121
- Application for admission 12
- Art courses 60
- Art History-English Literature 97
- Art History-Bible-Religion 96
- Art History-History 97
- Art-Psychology 96
- Athletic program 28
- Attendance/Absences 36
- Astronomy courses 112
- Auditing courses 35
- Atlanta 7, 8
- Bible and Religion courses 63
- Biology courses 66
- Biology-Psychology 97
- Board of Trustees 140
- Business Preparatory Program 69
- Calendars inside front and back covers
- Campus life 7, 22
- Campus history 4
- Campus map 2
- Campus visits 13
- Career Planning and Placement 10, 25
- Chaplain 24
- Chemistry courses 69
- Class attendance 36
- Classical Languages and Literatures courses 72
- Classification 41
- Collaborative Learning Center 10
- College Entrance Examination Board (CEEB)
- Achievement Tests 13
- Completion of semester courses 36
- Computer facilities 9
- Confidentiality of student records 37
- Counseling services 24
- Career Planning and Placement 10
 - College chaplain 24
 - Financial aid 16
 - Health services 24
- Course loads 34
- Course numbering 34
- Courses of Study 60
- Cross registration, The University Center . 46
- Degree requirements 30
- Depth Standards 33
- Dismissal 42
- Disputed final grades 37
- Distributional Standards 31
- Dormitories 9, 22
- Dropping courses 35
- Dual degree programs with
- Georgia Institute of Technology 50
 - Washington University 50

Economics courses	76	Judicial Review Committee	42
Education courses	78	Latin-American Studies	99
Emeritus faculty	136	Latin courses	73
English courses	83	Law, preparation for the study of	56
English Literature-Creative Writing	83	Leave of absence	44
Entrance requirements	13	Library	9
Exchange programs	50, 51	Loans, see Financial Aid	
Extracurricular activities	8		
Exemption	13, 32		
Faculty	129	Majors (Depth Standards)	33
Fees	57	Map	2
Final examinations	36	Masters of Art in Teaching	55
Financial Aid	7, 16, 20	Mathematics courses	100
Government sources	17	Mathematics-Economics	98
Return to College Program	26	Mathematics-Physics	98
Scholarships	7, 16	Medicine, preparation for the study of	55
French courses	87	Medical report	14, 27
		Minors	33
German courses	89	Mission and Purpose of the College	6
Global Awareness	91	Music courses	103
Good standing	42		
Grades	34	Organization of the College	129
Graduation honors	39	Orientation	22, 30
Graduate Study	55		
Grants, see Financial Aid		Pass/Fail option	35
Greek courses	72	Philosophy courses	106
		Physical Education courses	108
Health record	14	Physics and Astronomy	111
Health services	24	Physics courses	111
Health insurance	59	Political Science courses	113
History courses	92	Pre-law study	56
History-English Literature	98	Pre-medicine study	55
Honor list	40	Probation	36, 41
Honor System	10	Psychology courses	117
		Public Leadership Education Network (PLEN)	51
Incompletes	36		
Independent Study (490)	48	Readmission	45
Information Technology Enhancement Program	9	Re-examinations	37
Interdisciplinary majors	96	Refund policy	58
Interdisciplinary studies	96	Registration	35
International Relations	99	Renaissance Scholars Program	52
International students	15, 20	Repeating courses	36
International study	52, 91	Requirements for the degree	30
Internships, credit and non-credit	48	Depth Standards	33
Interviews	13	Residence requirement	33
		Restrictions	31
Japanese	100	Specific standards	31
Joint enrollment	14	Residence halls	9, 22
		Residence life	9, 22

Return to College Program	20, 26	Teaching careers, preparation for	49
Room and Board	57	Telephone system	59
ROTC	51	Tests	36
Scholarships	7, 16	Theatre courses	124
Scholarship Aptitude Test (SAT)	13	Transfer credit	15, 43, 44
Scott Free Year Five	48	Transient student	15
SHARP!Women	49	Trustees	140
Social policies and regulations	22	Tuition and fees	57
Sociology and Anthropology	119	University Center in Georgia	53
Sociology courses	120	Visits	13
Spanish courses	123	Washington Semester	53
Special fees	58	Withdrawing from the College	45
Special programs	48	Withdrawing from courses	35
Special Study (410)	49	Women's Studies	127
Specific Standards	31	Writing Workshop	10, 83
Spiritual life	4, 24	Year Five Program	48
Student-designed majors	49		
Student government	24		
Study abroad	51, 52		
Summer school	44		
Suspension	42		

Academic Calendar 1994-1995

Fall Semester

Saturday, August 27	New students arrive
Sunday, August 28	Returning students arrive
Monday, August 29	Registration for returning students
Tuesday, August 30	Registration for new students
Wednesday, August 31	Classes begin
Monday, September 5	Labor Day Holiday
Friday, October 14	Black Cat
Friday - Sunday, October 21-23	Fall Break
Wednesday - Sunday, November 23-27	Thanksgiving Break
Monday, December 12	Last Day of Classes
Tuesday, December 13	Reading Day
Wednesday - Saturday, December 14-17	Final Exams
<i>(Last exam at 2 p.m., two exams in the evenings)</i>	

Spring Semester

Wednesday, January 18	Classes begin
Sunday - Sunday, March 11-19	Spring Break
Friday - Sunday, April 14-16	Easter Break
Wednesday, May 3	Last Day of Classes
Thursday, May 4	Reading Day
Friday, May 5	Reading Day (Senior exams start)
Saturday - Thursday (except Sunday), May 6-11	Final Exams
<i>(Senior exams end Wednesday, May 10 at noon)</i>	
Friday, May 12	Baccalaureate
Saturday, May 13	Graduation

For the 1993-1994 Calendar, see the inside front cover of this catalog.

AGNES SCOTT

Decatur, Georgia 30030

(404) 371-6281

National 1 (800) #69-9602

AGNES SCOTT COLLEGE
1000 Peachtree Street, N.E.
Decatur, Georgia 30030
Phone: (404) 371-6281
Fax: (404) 371-6282
Internet: <http://www.agnesscott.edu>